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ABSTRACT

The University of Wisconsin-Stout Special Education Program prepares secondary teachers to teach vocational and life function skills. Incorporating vocational education, vocational rehabilitation, and special education into a single degree program, graduates facilitate the transition of handicapped individuals from school to the world of work. Followup studies of graduates suggest that teachers trained in this manner are more able to serve the needs of handicapped persons than teachers trained in the more traditional academic and elementary oriented programs. (A final report on the university's teacher traiing program is included.) (Author)

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Vocational Education for the Handicapped

The University of Wisconsin-Stout Special Education Program

by

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Abstract

The University of Wisconsin-Stout Special Education Program prepares secondary teachers to teach vocational and life function skills. Incorporating vocational education, vocational rehabilitation and special education into a single degree program, graduates facilitate the transition of handicapped individuals from school to the world of work. Follow-up studies of graduates suggest that teachers trained in this manner are more able to serve the needs of handicapped persons than teachers trained in the more traditional academic and elementary oriented programs.

Vocational Education for the Handicapped

The University of Wisconsin-Stout Special Education Program

For the past five years, the University of Wisconsin-Stout Special Education Program has graduated secondary special education teachers who possess unique skills and experiences. Vocational Education, Vocational Rehabilitation and Special Education competencies and course work have been integrated into a single degree program (B.S. in Vocational Rehabilitation) and special education teacher certification (secondary EMR). Information and data obtained from this unique program are summarized in this paper. The results of this study provide new implications and directions for training programs preparing educators for the secondary levels, i.e., student age range from twelve to twenty-one years.

The UW-Stout Special Education Program represents a radical departure from the more traditional special education programs which are based on academic and elementary education models. Predicated on the principle that educators should prepare handicapped individuals in areas that directly benefit their ability to live productive and self-sufficient lives, Stout graduates focus their teaching on skills for living and making a living as opposed to merely increasing students' academic achievement. Academic areas such as reading and math are treated in practical applications

contained within vocational and life function skill development. For example, reading skills necessary to comprehend a state driving manual and to pass the written driver's license test are stressed, rather than general decoding skills. Handicapped students gain vocational and life function skills in addition to practical and relevant academic skills.

Special Education teachers must possess vocational and life function skills and experiences along with teaching skills before they can adequately serve the needs of the handicapped. Integrated within the UW-Stout Special Education Program of 130 semester hours, students must take at least twenty-five credits in vocational studies, e.g., industrial education and home economics; forty-three credits in special education; fifteen credits in vocational rehabilitation; and forty credits in liberal studies and science. Detailed program competencies and student performance criteria, along with a chronological account of research and program development are presented in a monograph, Vocational Education for the Handicapped, Final Report 1978, available by request (without cost) from the Special Education Program, University of Wisconsin-Stout, Menomonie, Wisconsin 54751.

In follow-up studies of UW-Stout Special Education graduates designed to determine the relative merits of the program, graduates were asked to anonymously respond to a questionnaire and return it unsigned via post-paid self-addressed envelopes. Additionally, they were asked to give their supervisor a short questionnaire that would be returned in a similar manner. Approximately sixty percent of program graduates (N=65) and fifteen supervisors responded. Scaleable

data obtained from graduate questionnaires is presented in Table 1, and data from supervisors in presented in Table 2. (See Tables 1 and 2). Since the primary purpose for graduate and employer evaluation was for program validation and improvement, participants were encouraged to make comments with respect to the training of program graduates and suggestions for program improvement. Typical comments regarding training are presented below.

Comments from supervisors

"Mr. Corey teaches vocational skills to TMH students - excellent training". (Gary, Ind.)

"Again I would emphasize that I can only observe and evaluate on the basis of present performance. The Stout program obviously contributed to the effectiveness of our staff member but so did family, church, social, early school, etc. experiences. I can say with certainty that Mrs. Prokash is a superior teacher." (Minneapolis, MN)

"John has only been recently employed by our program. I cannot fairly evaluate his preparation after this short period of time, although he has certainly done an excellent job." (San Francisco, CA)

"This individual teacher is very well trained and a highly effective teacher. I can't speak for the program in general." (Prescott, WI)

"Your graduate is doing an excellent job in all phases of the program". (Chicago, IL)

Table 1

University of Wisconsin-Stout Special Education

Graduate Questionnaire Responses 1977

1. With respect to my training in Special Education (UW-Stout Program, I feel it was:

Adequate						Inadequate
(1)	(2)	(3)	(4)	(5)	(6)	(7)
20%	44%	20%	16%	Ø	Ø	Ø

Mean Interval 2.3

Worthwhile						Worthless
(1)	(2)	(3)	(4)	(5)	(6)	(7)
48%	32%	12%	8%	Ø	Ø	Ø

Mean Interval 1.8

2. My training at UW-Stout (vocational education, vocational rehabilitation, and special education) makes me ____ to teach secondary special needs students than persons trained in the more typical elementary model.

a.	much more able	45%
b.	more able	45%
c.	equally able	9%
d.	less able	Ø

Table 2

Supervisors' Questionnaire Responses Evaluating

University of Wisconsin-Stout Special Education Graduates

1. As a result of their training at UW-Stout (vocational education, vocational rehabilitation and special education), I would consider my supervisee to be ____ to teach secondary special needs students than persons trained in the more typical elementary model.

	f	%
a. much more able	10	67%
b. more able	5	33%
c. equally able	Ø	Ø
d. less able	Ø	Ø
total	15	100%

2. I believe my supervisee's training in Special Education (UW-Stout Program) was:

Adequate						Inadequate
(1)	(2)	(3)	(4)	(5)	(6)	(7)
64%	27%	Ø	9%	Ø	Ø	Ø

Mean Interval 1.5

Worthwhile						Worthless
(1)	(2)	(3)	(4)	(5)	(6)	(7)
64%	27%	Ø	9%	Ø	Ø	Ø

Mean Interval 1.5

Comments from program graduates

"When I started teaching at Stanley High School (EMR's) it was necessary for me to set up the program there as the students were sent to another school district before. I felt confident in setting up the curriculum program and work-study program. The students showed much improvement at the end of the year during testing. I feel the Special Education program at Stout taught me the necessary competencies.

"I enjoyed going through the Special Education program. It is a well needed program."

"I believe my education at UW-Stout in Special Education was very important and adequate. I have a position now in the field and my background had helped me to attain this position."

"I could not be teaching what I am without the classes I took while attending Stout's program."

"In our program of secondary EMR we deal primarily with vocational and social needs and with DVR on a regular basis. Without that type of training I would have been lost and couldn't adequately get services for the students."

"Because my special education program is vocationally-oriented, I have been able to hold the interest of high school aged students who were on the edge of dropping out."

"I feel I am more able to coordinate available services for each of my students. I also feel that I have a better background to assess my vocational abilities for post-high school goals."

"Most other teachers I have met in the field have only elementary backgrounds -- I have the advantage".

An analysis of the data obtained from the follow-up study reveals several interesting findings. They can be summarized in the following statements:

1. Graduates are very positive about their training. It is clear that graduates consider their training more worthwhile than adequate; however, since both are extremely positive (mean interval distance of .5) the difference is not significant.
2. Virtually all program graduates (90%) reported that they were much more and/or more able to teach secondary special needs students than persons trained in the more typical elementary model.
3. The supervisor's evaluation was even more positive than that of the program graduates. All (100%) of the supervisors considered their supervisee to be much more and/or more able to teach secondary special needs students than persons trained in the more typical elementary model.
4. The supervisors reported that their supervisee's training in Special Education (UW-Stout Program) was extremely adequate and worthwhile. In fact, the supervisors reported it to be more worthwhile and adequate than did the program graduates, i.e., mean interval 1.5 compared to 1.8 and 2.3.

Discussion

The representativeness of questionnaire respondents is a concern in follow-up studies. Evaluative procedures were undertaken to guarantee anonymity and confidentiality of respondents thereby promoting representativeness. Graduates and supervisors reported a high degree of relevance and confirmed the position that a secondary special education personnel training program should consist of skills gained in vocational education, vocational rehabilitation and special education. Based on these findings, it appears that traditional academic and elementary based special education training programs should re-examine their training programs for individuals desiring to teach at the secondary levels. Specifically, the inclusion of vocational life function skill development should be examined as a relevant means to help teachers facilitate the transition of handicapped individuals from the school setting to the world of work.

Exceptional Child

431-532

Summer 1978

Part 5 - Speech and Language Disorders
Hearing Impairments
Visual Impairment

Halahan Chapter 5, 6, 7

Competencies: At the end of this unit you should be able to:

1. List key characteristics of each disability group.

2. Identify educational strategies, modifications, etc. applicable to each group.

3. List several organizations, resources, etc. where you can find information and assistance in dealing with each of the disability groups.

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#8

FINAL REPORT 1978

VOCATIONAL EDUCATION FOR THE HANDICAPPED

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ACKNOWLEDGEMENT

A teacher training program is a living entity. Long columns of students and faculty breathe life into the program, but even as the principals change, the program moves forward as if propelled by its own power. The program is larger and more complete than the sum of the individuals participating in the program.

For the past five years, it has been my honor to be associated with the Vocational Education for the Handicapped (VEH) program at the University of Wisconsin-Stout. Numerous individuals have contributed to the success of the VEH program. Gratitude is extended to Donn Brolin, Harold Gilliland, Beth Sullivan, Carl Cameron, Mary Hopkins-Best, Margaret Wiinamaki, Sara Baer, Don Stephenson, Pam Mueller, John Stevenson and Jean Price for their support and assistance in program development. The Bureau of Education for the Handicapped personnel have provided genuine guidance, support and funding.

The VEH program has survived long enough to demonstrate beyond all doubt the advisability of combining vocational education, rehabilitation and special education into a single viable program. Ultimately, our students and their students will serve as the final testament of the VEH program. What more could any program ask.

R.J.B.

This monograph will be presented at the First World Congress on the Future of Special Education - Sterling, Scotland - June 1978.

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1.0 Introduction - The Journey

Welcome. We have been on the journey a long time together. We have gone through many stages. And just as in any journey some people have dropped along the way, have had enough for this round. Others have been waiting for us to catch up.

Years ago, we became aware of the handicapped. We saw them in supermarkets with their mothers, and heard stories of the child down the road that always stayed indoors. As budding students, we went on the field trip to the state institution and walked between the rows of steel framed beds. We saw them rocking themselves in front of mindless televisions, and we became frightened when they hugged our legs and grabbed our arms. These sights and the timeless smell of institutions were indeliably etched in our memory. At school and at work we began to notice the endless spectrum of individual differences. We became aware of persons that could not read or write and persons who could not hear or see or walk. We became aware of our own disabilities and ultimately, our kinship to one another. Slowly for some of us, we began to suspect a link, a growing tie which solidified our thinking. We knew that the handicapped were our brothers and sisters.

Throughout the ages, we have rejected the Darwinian concept of evolution. We believe that humanity loses when only the fittest, the healthy, the Aryans, the normal, are allowed to survive. It is just possible that the measure of our civilization will be based on the way we have treated those persons that could not fend for themselves. The arbitrary lines between the "them" and "us" have desolved, and we know that humanity is manifest in endless variety. The "them" no longer exists, just the "us". We know that the essential difference between people is, that behind it all, there is no essential difference.

Most of us did not start out in "Special Education". All individuals and all education are "special" to us. Although stated in different terms, our primary goal is as much a statement of belief as it is an educational and societal objective. Quite simply, we believe that <u>every</u> individual should be provided an adequate and appropriate education that will allow him or her to reach their maximum potential. Some of us further believe that vocational/life function preparation is the corner-stone of an adequate and appropriate education.

The nineteen seventies have been a decade of extraordinary progress. Landmark legal principles established originally in 1972 in Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania and Mills v. Board of Education of the District of Columbia formed the basis for right to education litigation and legislation. We rallied behind and created Sections 503 and 504 of the 1973 Rehabilitation Act, Public Law 94-142 and numerous due process, right to treatment, and other civil rights litigation and legislation. We wrote letters, attended meetings and when necessary participated in civil disobedience to support passage of legislation or force promotion of guidelines.

Few of us in the fifties or sixties could have accurately predicted the changes that were to take place in education, special education and our society. Indeed, about the only thing we know about predictions, is that events never happen exactly the way we imagine. We cannot imagine where the journey will take us, or its length. A few are beginning to realize that the delineation of thought and ideas are examples of our artificial means of separation. We find that education is not separate from, but rather an intrigral part of government, economics, sociology, geography, psychology, and the life experience. The journey will go on long after we pass this scene.

In previous monographs and reports, I have attempted to present information found in the literature to support the need for vocational/life function skill preparation for secondary personnel working with special needs students. Although it is an accepted academic practice to underscore a position with "quotes" from noted experts, it would seem that data has a greater ability to persuade than opinion. Many authors, e.g., Clark, Lilly, Brolin, Evens, Meers, Gold, Cegelkea, Brock, Weatherman, Martin and others, have presented considerable evidence and convincing arguments to suggest that vocational/life function competencies must be part of the teacher training program if the schools are to provide an adequate and appropriate education to persons with special needs.

This paper is an attempt to explain the rationale, development/evolution and function of the University of Wisconsin-Stout Special Education Program. Although this paper presents the evolution of one program, it seems likely that other programs both past and future have or will move through similar developmental stages.

2.0 Development

The creation and evolution of a new teacher training program is both exciting and frustrating. Many contradictory forces are put into play, and most often the original program architects would scarcely recognize their plans after policy makers and the abrasive powers of reality take their toll. The selective processes involved in program development may not assure the survival of the fittest, but they do leave deep pragmatic scars. The Stout program has been in a constant state of change, and as Art Pearl was fond of saying, "all change is political".

The first step in developing a program is always difficult. Questions such as, where do we start? What direction do we take? and, Who should be involved? permeats the initial thinking. The methods used in the development of the Stout program were generally traditional and somewhat "time honored". Traditional research and experts, it seems, quite often recommend more experts and more research. The Stout program utilized methods involving both research and experts, some methods proved worthwhile and others, less so. Hopefully, future programs may profit from the successes and failures experienced in the Stout program.

The process of competency formulation (or competency identification) and validation is a most crucial step in developing a competency based teacher training program. If the teacher training program is to have general application in the field, the program competencies must closely approximate those competencies necessary to perform an actual or idealized role.

Typically, competency statements are grounded on "expert" opinion, e.g., teacher educators, state department leaders, and researchers in education (Shores, 1973). While expert opinion is a "starting point" for defining teacher competencies, opinion alone cannot serve as the sole validation regarding the appropriateness of those competencies.

The development of <u>new</u> teacher training model possess additional problems since one cannot observe successful teachers actually engaged in the behavior of skills desired. A new teacher training model is based more upon the projection of an idealized role (what are the skills

and behaviors an "ideal" teacher would be able to perform in a setting which does not as yet exist) as opposed to, observations regarding the skills and behaviors successful teachers share in existing educational settings.

In 1970, a Curriculum Planning Conference was held at the University of Wisconsin-Stout to determine the needs of EMR students and the corresponding idealized teacher competencies.

Research projects were designed to formulate teaching competencies based upon special needs of secondary (ages 12-21) special education students. Many national leaders (including Dr. Charles Kokaska, Dr. James Bitter, Dr. Rex Priegar, Dr. Jack Dinger, Dr. Gary Clark, and Dr. Marc Gold) along with thirty professional and lay people representing parent groups, employment agencies, training schools, public schools, vocational schools, vocational rehabilitation agencies, universities, work-study coordinators, community service centers, state department of public instruction, cooperative educational service agencies, and others, helped develop primary need and competency statements. The participants determined 90 secondary EMR student needs and 113 teacher competencies. The findings and procedures for this conference were reported in Project Report #1 (Brolin, 1972).

The 90 students needs and 113 teacher competency statements derived from the conference were reduced to a list of 31 competencies by synthesizing and clarifying the original list of 203. The 31 competency statements formed the base for a questionnaire survey of teachers and supervisors of secondary level EMR classes in the state of Wisconsin. The questionnaire sought information on the degree of emphasis ideally allocated to various areas of the secondary EMR curriculum and opinions regarding teacher competencies necessary for performance in this hypothetical curriculum. The field questionnaire (Appendix A) and several tables are included in this paper for ease of reference; however, it should be noted that this data along with demographic and idiographic characteristics of the respondents may be found in Preparing Teachers of Secondary Level Educable Mentally Retarded: A New Model, Donn Brolin, University of Wisconsin-Stout, 1972.

The questionnaire was mailed to all 251 secondary EMR teachers and 31 randomly selected supervisors in the state. Of the 282 questionnaires mailed, 205 (73%) responded. The 31 teacher competencies were evaluated

by the respondents in terms of their ability to meet the needs of secondary EMR students. The respondents rating of the teacher competencies are presented in Table 1 and 2.

The results indicate that secondary special education teachers perceive occupational information and preparation to be of crucial importance to the secondary EMR student. Within this area of "very important" competencies were: Work adjustment, Job seeking, Personal care, Job tryouts, Job placement, and Work evaluation. Activities of daily living were ranked below the occupational competencies but ahead of both psycho-social and academic competencies. Academic instruction was not rated as important in general. However, academic instruction directly related to social and vocational adjustment was rated as important.

The data in this study indicated that most secondary special education teachers perceived that secondary EMR students can best be served by vocational/occupational (career) oriented teachers and experiences as opposed to academic oriented teachers and experiences. In comparing existing programs to an idealized program, the respondents indicated that secondary special education students were not generally receiving an education appropriate with their needs, i.e., career oriented education program, rather, most special education classes stressed academic skills and behaviors.

Based upon these and other related findings, the staff of the Special Education Project, University of Wisconsin-Stout, proceeded to develop a model program for secondary EMR students and, a teacher training model directed to the needs of students.

Model Program for Secondary EMR

The Model Program for Secondary EMR students is an arranged schedule of curricular activities based upon the perceived needs of students. It is flexible enough to be incorporated in a regular classroom, special resource room, or other administrative and functional structures. The need-based program is predicted upon a needs analysis and, the belief that when students leave school, they must be prepared to earn a living and function in an adult society.

Table 1

Teacher Competencies

Competencies			Total Group Mean	Rk.	Percentage Total Group Ideally & In Practice SET		PVS		OSP		OOS		
					I	P	I	P	I	P	I	P	N
Very Important Competencies (4.51>)													
1	4.2	Work Adjustment	4.72	1	80	86	63	30	39	25	37	17	5
2	4.6	Job Seeking	4.57	2	89	96	59	28	24	14	16	8	3
3	2.3	Personal Care	4.56	3	81	89	17	7	70	54	36	17	7
4	1.1	Soc. acceptable behav.	4.54	4	90	99	24	14	48	32	38	19	1
5	4.8	Job Tryouts	4.52	5	53	60	62	34	23	15	36	25	16
6	4.9	Job Placement	4.52	5	42	48	62	27	32	16	36	20	32
7	4.1	Vocational Eval.	4.52	5	63	70	70	36	45	30	28	20	12
Important Competencies (4.26-4.50)													
8	1.2	Reinforcement for self Confidence	4.49	8	92	96	31	18	52	32	33	14	4
9	4.5	Vocational Guid.	4.42	9	77	87	64	31	48	28	25	12	5
10	2.9	Respon. to self, other	4.41	10	91	94	36	19	54	38	43	18	7
11	2.8	Communication Skills	4.40	11	99	98	15	6	42	30	18	7	3
12	2.1	Home Management	4.38	12	75	81	22	9	77	65	27	11	6
13	3.2	Academic Instruction	4.36	13	87	92	47	24	43	27	17	4	6
14	4.7	Community Agencies	4.29	14	73	79	59	32	34	22	28	15	10
(4.00 - 4.25)													
15	4.10	Reports to Agencies	4.22	15	50	60	55	33	39	25	22	9	20
16	1.3	Interaction with Normals	4.19	16	65	79	27	12	77	54	39	22	10
17	1.8	Prof. assistance for responsibility	4.17	17	80	88	45	21	58	35	34	15	11
18	4.11	Post-school Activity	4.05	18	32	30	44	17	29	15	52	17	48
19	4.3	Dev. Manual Abilities	4.03	19	56	60	38	16	68	58	25	14	12
20	2.5	Leisure-time	4.02	20	80	86	16	6	60	45	48	20	13
21	2.2	Home Mechanics	4.01	21	52	55	26	10	78	60	29	15	17
22	2.7	Civic Responsibilities	4.00	22	94	97	13	7	37	23	29	11	4
23	2.6	Mobility Training	4.00	22	74	76	17	8	80	70	28	17	5

Table 1 (cont.)

Competencies			Total Group Mean	Rk.	Percentage Total Group Ideally & In Practice SET I	SET P	PVS I	PVS P	OSP I	OSP P	OOS I	OOS P	N
(3.76 - 4.00)													
24	3.3	Curriculum Models	3.98	24	90	86	28	11	40	24	14	3	10
25	4.4	Specific Job Training	3.95	25	52	56	52	21	57	40	35	27	17
26	1.6	Social, Emotional, & Intellectual Funct.	3.94	26	72	78	24	12	42	30	53	22	16
26	1.6	Uti.. Community Resources	3.93	27	86	93	17	7	29	15	49	24	9
28	1.7	Help Parents	3.92	28	60	65	26	11	60	39	48	19	22
29	1.4	Independent Thinking	3.87	29	93	96	25	11	37	29	21	12	5
30	3.1	Eval. of Academic Abilities	3.84	30	82	85	33	15	64	57	14	4	4
Moderately Important Competencies (3.50<)													
31	1.5	Aesthetic Values	3.45	31	81	90	13	5	55	33	48	29	9

Note: In last column, SET = Special Education Teacher, PVC = Prevocational Coordinator, OSP = Other School Personnel, OOS = Out of School Personnel, I = Ideally, P = In Practice, N = Not Provided.

Table 2
Teacher Competencies by Curriculum Area

Curriculum Area Competencies	Total Group Rank	Ideally	In Practice
Occupational Information and Preparation			
Vocational Evaluation	5	PVC	SET
Work Adjustment	1	SET, PVC	SET
Developing Manual Abilities	19	OSP	SET
Specific Job Training	25	SET, PVC, OSP	SET
Vocational Guidance	9	SET, PVC	SET
Job Seeking	2	SET	SET
Community Agencies	14	SET, PVC	SET
Job Tryouts	5	PVC, SET	SET
Job Placement	5	PVC, SET	SET
Reports to Agencies	15	SET	SET
Post-School Activities	18	OOS, PVC	N, SET
Activities of Daily Living	12	OSP, SET	SET, OSP
Home Mechanics	21	OSP, SET	OSP, SET
Personal Care	3	SET, OSP	SET, OSP
Util. Community Resources	27	SET	SET
Leisure Time	20	SET, OSP	SET
Mobility Training	22	OSP, SET	SET, OSP
Civic Responsibilities	22	OSP, SET	SET, OSP
Communication Skills	11	SET	SET
Responsibility to Self & Others	10	SET, OSP	SET
Psycho-Social			
Soc. Acceptable Behavior	4	SET	SET
Reinforcement for Self-confidence	8	SET, OSP	SET
Interaction with Normals	16	OSP, SET	SET, OSP
Independent Thinking	29	SET	SET
Aesthetic Values	31	SET, OSP	SET
Social, Emot., Intel. Function	26	SET, OOS	SET
Help Parents	28	SET, OSP, OOS	SET
Prof. Assist. for Responsibility	17	SET, OSP	SET
Academic			
Evaluation of Academic Abilities	30	SET, OSP	SET, OSP
Academic Instruction	13	SET	SET
Curriculum Models	24	SET	SET

Note: In last column, SET = Special Education Teacher, PVC = Prevocational Coordinator, OSP = Other School Personnel, OOS = Out of School Personnel, N = Not Provided.

A summary outline of the suggested secondary EMR curriculum is presented in Figure 1. The needs based curriculum is divided into three curriculum areas, Occupational Information and Preparation, Activities of Daily Living, and Psycho-Social. Each of these three areas is further reduced to include suggested topics and content. Obviously, the summary outline is not intended to be used as a curriculum guide, rather, it is meant only to indicate areas, topics, and content which should be included in the secondary special education curriculum.

Teacher Training Model

The secondary needs-based program requires the schools to provide learning experiences in areas which have been here-to-fore neglected or, left mostly to chance. The respondents to the Project survey indicated that career preparation should receive the most emphasis in secondary special education programs. Yet, secondary special education teachers reported that career activities were not being stressed and that they (the teachers) lacked competencies in the career curriculum areas. In interviews with the Project staff, the teachers said that they were inadequately prepared and inexperienced to teach their students skills and behaviors needed for specific jobs, work related tasks, career exploration, and employer-employee relationships. Practically all respondents indicated that they had no training in vocational education and vocational rehabilitation -- the two areas essential for adequate curriculum offerings in career preparation.

The teaching "competencies" obtained in the initial research were presented to the Deans of each of four schools of the University of Wisconsin-Stout, i.e., School of Education, Liberal Studies, Home Economics, and School of Industry and Technology. The Deans selected the competencies that could be provided for within their schools and appointed faculty members to assist in developing or modifying courses in which the instruction for additional competencies could be integrated.

In preparing the curriculum the Project staff had to consider several criteria. First, all of the competencies determined by the research had to be provided for in the required course work. Second, the basic curriculum had to contain 18 credits of Special Education and 18 credits of general education, as required by the Wisconsin Department of Public

Figure 1

Curriculum Area	Curriculum Topic	Content
Occupational Information	Prevocational Evaluation	Interest, performance, and aptitude tests Work samples Work tasks Situational assessments Job analysis Job tryouts (school & community)
	Work Adjustment	Simulated work (classroom) Actual work (school & community)
	Prevocational and Vocational Informations: Guidance and Counseling	The world of work Jobs, their skills & requirements Community occupational goals
	Obtaining Employment	Locating jobs Applications and interviews
Activities of Daily Living	Foods and Nutrition	Meal planning Food purchasing & storing Meal preparing & serving Kitchen and dining area maintenance
	Clothing	Clothing purchasing Clothing care Clothing storage Clothing repair Textile project
	Home Management	Family finance Record keeping Bank & credit facilities Budgeting--spending income Community resources

Figure 1 (cont.)

Curriculum Area	Curriculum Topic	Content
Activities of Daily Living (cont.)	Care and Repair of Home Furnishings and Equipment	Home mechanics Maintenance Improvement
	Child Development and Family Living	Family functions Personal relationships Effective family living
	Personal Care	Grooming Sex education Physical fitness, coordination
	Civic Activities	Governments State and local heritag and customs Local and national laws Citizen rights and responsibilities
	Recreation and Leisure Time	Resources Activities Motor skills
	Mobility	Inter- and intra-city travel Drivers' education Traffic laws Aid agencies
	Communication	Language arts for daily living
Psycho-Social	Personal Growth	Understanding self Understanding socially acceptable behavior Developing self-confide independence, and initiative
	Inter-Personal Growth	Understanding others Interacting with "norma Choosing, developing, and maintaining relationships Communicating

Instruction. Third, this very inclusive teacher training bachelor's degree program had to be limited to a four year, or 130 credit, preparation period to ensure its competitiveness with training programs in other fields. Finally, the curriculum had to be approved by several University of Wisconsin-Stout curriculum committees and meet certification requirements of the Wisconsin Department of Public Instruction, the North Central Association of Colleges and Secondary Schools, and the National Committee for Accreditation of Teacher Education.

The 1972 model teacher training curriculum, which met all of the above criteria, is presented in Figure 2. It is divided into four areas of study: General Studies; Education and Rehabilitation Studies; Vocational Education Studies; and Free Electives.

Turning Point

Up to this point in the program development (approximately 1972, see Table 3, Program Time Line), activities seemed to support one another and follow a logical progression. The planning conference developed need statements for secondary EMR students with over one hundred competencies that secondary EMR teachers should possess. The "competencies" were synthesized into four areas and thirty-one basic competencies. The thirty-one "competencies" were "validated" in an extensive study and, the four curricular areas ordered in terms of importance. Course work was arranged or developed to encompass the "competencies" and everything looked in order.

But alas, the "competencies were not instructional competencies, in fact, they were not competencies at all. What had been called competencies (see Table 1) e.g., "work adjustment", and "curriculum models" represented vague generalities difficult or impossible to translate into educational outcomes. The many thousands of dollars spent on research produced some interesting "findings" but did very little in producing meaningful direction in teacher training.

At that point in time, 1972, the program passed from a research to an instruction oriented director. The new director set about building an instructional program based upon the "research" information utilizing a systems approach. The four basic steps required in the systems development of the vocational education for the handicapped program were identified.

Figure 2

1972 Model Special Education Teacher Training Program for the Vocational/Occupational Oriented Secondary EMR Teacher

General Studies -- 40 Credits

Freshman English: Composition	3
Freshman English: Reading & Related Writing	3
Creative Writing, Expository Writing, or Critical Writing	3
Fundamentals of Speech	2
General Psychology	3
Introductory Sociology	3
Physiology & Anatomy	4
Science Elective	2-3
Government	3
History of America or General Economics	3
Physical Education (must include Exercise & Fitness)	2
Electives (a minimum of one course from at least three of the following areas: Math, Art, Music, Theater, Literature French, Philosophy)	8-9

EDUCATION AND REHABILITATION STUDIES

Special Education -- 24 Credits

Introduction to Education of the EMR	3
Psychology of the Exceptional Child	2
Mental Retardation	3
Issues in Special Education	1
Curriculum & Methods in Teaching the Secondary EMR	9
Student Teaching - Secondary EMR	6

General Professional Education -- 19 Credits

Professional Teacher Education (6 semesters)	12

Including:
- Principles of Secondary Education
- Adolescent Psychology
- Personality and Mental Health
- Assessment
- Principles of Learning
- Curriculum and Methods
- Practicum with Normal Students

Abnormal Psychology	3
AV Communication	2
Preparation of AV Material	2

Rehabilitation -- 11 Credits

Community Resources	3
Rehabilitation Practicum	2
Rehabilitation Methods I: Evaluation	3
Rehabilitation Methods II: Adjustment	3

Vocational Education Studies -- 25 Credits

Family Living (EMR)	3
Food Management	3
Basic Apparel for the EMR	3
Housekeeping Skills for the EMR	3
Processes I	3
Industrial Crafts	2
Introduction to Graphic Arts	2
Physical Education for the Handicapped Student at the Secondary Level	2
Physical Education Elective (additional 2 credits to be approved by program director)	2

Free Electives -- 11 Credits

Total Credits	130

Table 3

Time Line of Program Activities

(1970-71) Planning Conference	(1971-72) Research	(1972-73) Competency Development	(1973-78) Training Initiated
Experts and lay people determined: 1. Needs of Secondary EMR students. 2. "Competencies"* teachers should possess to meet student needs.	1. Validation of competencies.* 2. Design of model curriculum. 3. Design of teacher training model.	1. Systems approach to development of teacher competencies. 2. Courses developed or modified.	1. Modification of courses, performance criterion, and development of a more competency based criterion referenced curriculum. 2. Special Fields Certification for Vocational Personnel. 3. Follow-up study of program graduates - up date of program competencies.

*These competencies actually represent curriculum areas as opposed to behavioral competencies.

They were: .1) Description (role definition) of the idealized vocational education for the handicapped, .2) the identification of the required competencies, .3) the identification of the student performance which the trainee must demonstrate in the development of the competencies, .4) the identification of the activities which would lead to the acquisition of the desired competencies, and .5) evaluation. The VEH Competency Model is presented in Diagram I.

.1 Role Description

The project staff synthesized research information, professional experience, and plain old "gut feelings" to develop an idealized role description of a position which should exist in public schools, but as yet, did not exist. The description of role along with possible settings and students to be served is contained in the following:

> The role of the special educator as conceptualized in this program is that of career educator, work evaluator. and job coordinator. The teacher will strive to create learning situations in which the student experiences the processes of developing career awareness and career placements. The classroom should be equipped with vocational education equipment and job samples which allow the students to explore and train themselves to proficiency levels that allow them to enter regular vocational education programs. These activities then will lead to trial work placements. These students will be considered as part of the special education program and under informal supervision of the teacher until he/she has had at least one full year of successful job placement.
>
> To more clearly identify the teacher role in the Career Special Education Program, activities will be described which would be encountered by a typical student. This typical student has passed through a number of years of placement in EMR classes, is basically illiterate and alienated towards school, and carries the burden of being stigmatized by teachers, neighbors, and classmates. He generally has little understanding or awareness of life goals and has little knowledge of career opportunities. As the teacher meets this student, it is his/her function to give immediate assessment along the dimensions of academic skills, vocational skills, school-teacher attitudes, and career goals. Typically, skills in all these dimensions are found to be minimal. The teacher is faced with the task of increasing competence of the student at all levels. The starting point for instruction is to facilitate success patterns in behavior control: develop academic like behavior; and promote decision making in planning academic and career goals.

The goals of the instructional activities are to develop sequential learning experiences from the ninth grade through the twelfth grade and beyond (possibly to an age level of 21). Typically, these activities in the ninth grade are to develop in the student some career awareness, some tentative decisions on career selection, involvement in curricular planning, and increased literacy skills; and during the tenth grade this student should develop further skills in career exploration, with some limited experience in job sampling, short term job placement, and vocational education. All formal classroom activities should be developed around career education and specific job orientation. During the eleventh and twelfth grades, greater emphasis should be placed on work-study programs with actual job placement used concurrently with academic activities preparing the student for his specific job. The teacher should carry on intensive work evaluation, work sampling, and job interviewing to allow the student successful simulation activities of problems of seeking jobs.

The teacher should also act as work-study coordinator, by locating jobs within the community and placing students on the job. For the students placed on the job, there should be supervision and follow-up activities that allow for consultation and guidance to the employers. Also, the teacher should continue to provide follow-up services to students for an extended period after they leave school.

.2 & .3 Identification of Required Competencies & Student Performance Criteria

The role description focused upon desired outcomes, and presented a general picture of what an idealized person should be able to do upon completion of the program; however, the role description was not instruction specific. The help of several more experts (among them Dr. Richard Brady, Dr. M. Steven Lilly) along with field based instructors were solicited in the attempt to define specific competencies needed by the vocational educator for the handicapped.

An intensive analysis of the role description presented earlier, yielded a list of eighteen competencies which are necessary for the vocational educator of the handicapped to function effectively in the secondary school setting. Each of these competencies were translated into one or more student performance criteria, that describes behavior (knowledge and/or skills) which teachers-in-training are expected to complete successfully during the course of the training program. The emphasis in training is placed on student performance in the pre-service training which is indicative of successful job performance in the vocational education for the handicapped setting. It was hypothesized

that students that meet the student performance criteria within the training program will have the knowledge and skills necessary to fulfill the idealized role of the vocational educator for the handicapped. Teacher competencies and the corresponding student performance criteria are summarized in Table 4 and presented in their entirety in Appendix B.

.4 Activities leading to Competency Acquisition

A conceptual model of teacher training (Diagram I) was employed to insure that activities are ordered and assigned to an appropriate place in the developmental sequence. Developmentally, the training program is divided into two phases. Each phase, requires professional performance in an increasingly complex situation.

Phase I, Individual Instruction, allows the trainee to demonstrate professional competencies in a tutorial situation. The trainee is provided an experience where the results of his/her teaching strategies are systematically observed. This feedback provides the trainee with reinforcement for his/her most successful approaches in teaching the individual student.

Phase II, Classroom Instruction, builds upon the professional skills developed and demonstrated in Phase I. In Phase II, the trainee is provided an opportunity to develop and demonstrate professional skills in a group situation. The increased number of interactions found in group instruction requires the trainee to operate within an increasingly complex situation. Phase II, approximates the expected teaching role and culminates with successful practice teaching.

By dividing the training program into developmental sequences, efficient, well programmed learning is promoted. The trainee is not required to perform tasks too complex for his/her current state of professional development. Appropriate phase designation and intervention (university experiences) are listed next to each competency in the VEH Competency Program (see Appendix B).

VEH Competency Model

Diagram I

INPUT

Trainee Screening and Recruitment

↓

PHASE I. (Individual)

Begin Trainee Progress Monitoring

Trainee Evaluation and Guidance

↕

Course work:	hrs.
431-185 Intro. to Hdcp. Youth	3
431-560 Ed. of Hand. Youth: Methods & Materials	3
431-561 Ed. of Hand. Youth: Ed. Management	3
Practicum:	
431-562 Clinical Experience with Hdcp. Youth	2

→

PHASE II. (Classroom and Group)

Continue Trainee Progress Monitoring

Trainee Evaluation and Guidance

Course work:	hrs.
431-662 Classroom Management Techniques	3
431-661 Career Ed. of Hdcp. Youth	3
431-581 Legal Rights of the Handicapped	2
Practicum:	
431-660 Practicum in Spec. Ed.	2
431-480 Student Teaching: Handicapped Youth	

→

18 VEH Competencies to Specified Criterion Level

↓

Placement and Follow-up

↓

OUTPUT

.5 Evaluation

The evaluation of the VEH program has been based upon both short and long range procedures. These formal and informal evaluations provide data and recommendations which have a continuous and dynamic effect on updating and improving the program. As an operational program meeting the expectations and requirements of several agencies, e.g., state certification, university degree requirements, approved program status, academic program review and funding sources, it is important to underscore the pragmatic aspect of evaluation. In a very real sense, the VEH program is, and has been under close scrutiny since its inception.

The short range procedures were designed to provide daily, weekly, and monthly data on the progress of the student through the program. The Prescriptive Diagnostic Teaching Records (Appendix C) provide daily and weekly information on the progress of the individual student through Phase I. The Student Progress Form (Table 4) provides a checklist of the program objectives which are checked off as the student successfully completes his/her projects. This form provides information on the individual student through Phase II.

These evaluations allow the use of expert judges to carry out the evaluation of the projects. Also, this procedure allows the student to train in a real setting, apply procedures on actual youth, and be evaluated by professionals who have daily responsibility for programs.

Long range evaluation of the program is an essential check on the validity of the stated competencies and the effectiveness of the training activities. Every year following graduation of the first group of trainees from the program, a follow-up study has been conducted of all trainees who have functioned as career special educators during that year. The purpose of this study has been three fold: 1) to assess the extent to which the stated competencies relate to actual teaching activities; 2) to obtain feedback on the degree to which the training program prepared trainees in the stated competency areas; and 3) to identify specific competencies (and related student performance criteria) which are needed but not presently included in the program. The results of these studies have been used to revise the competency base for the training program, as well as specific training activities within the program.

Table 4

CAREER SPECIAL EDUCATOR STUDENT RECORD: U of W – Stout

Name – Last, First, Middle	Social Security No.
University Address – Street, City, Zip	UW Telephone
Permanent Address – Street, City, State, Zip	Permanent Telephone
Program Use	

PHASE I

COMPETENCY (Program Sequence)	UNIVERSITY EXPERIENCE	STUDENT PERFORMANCE CRITERIA	Date	EVALUATOR – Intial							
				Rehab. Counselor	Special Ed. Teacher	Psychologist	Principal	Professor 1	Professor 2	School Counselor	Employers
(3) Plan instruction in academic areas for troubled students.	Ed. of Hand. Youth – Methods & Materials	3.1 Complete four instructional projects. Complete written analysis of six instructional materials.									
(5) Use behavior management procedure to analyze and improve students' vocational skills.	Rehab. Methods	5.1 Complete three vocational behavior projects.									
(6) Analyze students' occupational aptitudes, liabilities, strength, personal goals, and expectancies.	Rehab. Methods	6.1 Work with two students, prepare reports on same.									
(8) Assist student in development of goals.	Rehab. Methods	8.1 Evaluation of taped interviews.									
(10) Develop, utilize, and evaluate job samples.	Rehab. Methods	10.1 Prepare reports on commercially available work sample kits.									
		10.2 Do an written analysis of existing work samples for handicapped youth.									
		10.3 Develop a work sample.									
		10.4 Develop a written report on the results of the effectiveness of a work sample with a handicapped youth.									

STUDENTS MUST FINISH THE ABOVE COMPETENCIES BEFORE STARTING PHASE II

SEE REVERSE SIDE FOR PHASE II

PHASE II

COMPLETE PHASE I BEFORE STARTING PHASE II

COMPETENCY (Program Sequence)	UNIVERSITY EXPERIENCE	STUDENT PERFORMANCE CRITERIA	Date	EVALUATOR – Intial							
				Rehab. Counselor	Special Ed. Teacher	Psychologist	Principal	Professor 1	Professor 2	School Counselor	Employers
(1) Develop a career oriented special education program.	Career Ed. of Hand. Youth Practicum	1.1 Prepare a simulated plan for Career Education Program.									
		1.2 Develop an original plan for a given school district.									
(2) Select students for career special education program.	Career Ed. of Hand. Youth Practicum	2.1 Prepare a plan for selection of students.									
		2.2 Develop case studies which will be presented to an inter-disciplinary staffing.									
(3) Provide instruction in academic areas.	Career Ed. of Hand. Youth Methods & Materials Student Teaching	3.1 Complete academic instruction with handicapped youth.									
		3.2 Develop four units in a vocational area and carry out instruction with a small group of handicapped youth.									
(4) Specify and control change of problem behaviors.	Student Teaching Education Management Classroom Management	4.1 Prepare reports of behavior management procedures with at least three problem behaviors.									
	Classroom Management Techniques Student Teaching	4.2 Develop plan for dealing with extreme behavior problems.									
(7) Analyze local job market and community work conditions.	Career Ed. of Hand. Practicum Reheb. Methods	7.1 Complete report on community occupational analysis.									
(9) Develop student program.	Career Ed. of Hand. Youth	9.1 Prepare program plan.									
(11) Conduct job application interview simulations.	Career Ed. of Hand.	11.1 Develop mock job application and interview procedures for jobs.									
		11.2 Utilize mock job applications with students and reports on their effectiveness.									
(12) Consulation with other secondary teachers.	Student Teaching Classroom Management Techniques	12.1 Arrange integration of students into regular classes.									
		12.2 Develop a written plan for integration that covers the entire secondary program.									
		12.3 Perform and report on "helping function" with regular teacher.									
(13) Identify, establish, and maintain part-time work placements for students.	Career Ed. of Hand. Youth	13.1 Prepare list of part time job placements in the community.									
		13.2 Prepare a list of part time job placements within the school.									
		13.3 Conduct and tape interviews with prospective employers.									
(14) Train employers on requirements of controlled work placement.	Career Ed. of Hand.	14.1 Prepare written specifications of roles.									
(15) Supervise students in on-the-job placement.	Career Ed. of Hand. Youth	15.1 Develop plan for system to monitor and evaluate students job placements.									
		15.2 Complete supervisory visits in a work setting and submit a report.									
		15.3 Devise a half day school program for students with work placement.									
(16) Develop, implement, and evaluate follow-up procedures (three year period).	Career Ed. of Hand. Youth	16.1 Prepare follow-up plans for at least three students.									
(17) Develop and implement procedures for consulting with parents on student progress.	Classroom Management	17.1 Prepare plan for consultation procedures. Demonstration simulation.									
(18) Develop, implement, and promote career oriented special education program in the local community.	Career Ed. of Hand. Youth	18.1 Develop speech to explain program to a community service organization.									

In 1976, program evaluation forms were mailed to all the Special Education graduates (see Appendix D). Sixty-four percent of the questionnaires were returned. The scaleable data is presented in Figure 3. The data is extremely supportive of the training program. With respect to the adequacy of their training, the following comments are representative:

> "We are better able to meet vocational needs of students by having an idea of what's needed; skills, habits, etc., that need to be developed to insure success after high school".
>
> "Definitely! (Better able to serve student needs than other teachers.) When Mr. Larry Lenborn was unable to keep an appointment with his DVR client (my student), I filled out the DVR "long form" with her. I've been comfortable working with the CETA program, WIN program, YOU program, and vocational rehabilitation . . . My team teacher is glad to have someone head up an O.A.P. program in our school."
>
> "Our dual background is very helpful!"
>
> "I felt confident about obtaining workstudy positions."
>
> "Other teachers seem almost afraid to try hands on experiences."
>
> "The course I completed gave me a very thorough background for teaching in the vocational/pre-vocational areas."

This past year (August 1977) program evaluation forms were mailed to all our past and current graduates. Additionally, an evaluation to be completed by the graduates supervisor was included. The letters and evaluation forms are presented in Appendix D. The completed evaluation questionnaires were returned via post paid envelopes. Participants were guaranteed anonymity and confidentiality.

Approximately forty-five (45) questionnaire letters were mailed to program graduates. For graduates that did not list a current mailing address, we sent the information to their "permanent address" (typically their parent's home), with an "URGENT-PLEASE FORWARD" note on the envelope. More than one half of the graduates (25) returned the completed evaluation form (see figure 4). Fifteen supervisors completed evaluations of the program graduates (see figure 5) however, only eleven questionnaires contained scaleable data.

An analysis of the data presented in figures 3, 4, and 5 reveal several interesting findings. They can be summarized in the following statements:

Figure 3

Graduate Questionnaire 1976

With respect to my training in Special Education, I feel it was:

Adequate						Inadequate
(1)	(2)	(3)	(4)	(5)	(6)	(7)
20%	60%	20%				

Worthwhile						Worthless
(1)	(2)	(3)	(4)	(5)	(6)	(7)
67%	20%	13%				

My training relates to my position:

Very Well						Not at All
(1)	(2)	(3)	(4)	(5)	(6)	(7)
27%	53%	20%				

Figure 4

Graduate Questionnaire 1977

1. With respect to my training in Special Education (UW-Stout Program), I feel it was:

Adequate						Inadequate
(1)	(2)	(3)	(4)	(5)	(6)	(7)
20%	44%	20%	16%	Ø	Ø	Ø

Mean Interval 2.3

Worthwhile						Worthless
(1)	(2)	(3)	(4)	(5)	(6)	(7)
48%	32%	12%	8%	Ø	Ø	Ø

Mean Interval 1.8

2. My training at UW-Stout (vocational education, vocational rehabilitation, and special education) makes me ____ to teach secondary special needs students than persons trained in the more typical elementary model.

	f	%
a. much more able	11	45%
b. more able	11	45%
c. equally able	2	9%

Figure 5

Supervisors' Questionnaire 1977

1. As a result of their training at UW-Stout (vocational education, vocational rehabilitation and special education), I would consider my supervisee to be ____ to teach secondary special needs students than persons trained in the more typical elementary model.

	f	%
a. much more able	7	64%
b. more able	4	36%
c. equally able	Ø	Ø
d. less able	Ø	Ø
total	11	100%

2. I believe my supervisee's training in Special Education (UW-Stout Program) was:

Adequate						Inadequate
(1)	(2)	(3)	(4)	(5)	(6)	(7)
64%	27%	Ø	9%	Ø	Ø	Ø

Mean Interval 1.5

Worthwhile						Worthless
(1)	(2)	(3)	(4)	(5)	(6)	(7)
64%	27%	Ø	9%	Ø	Ø	Ø

Mean Interval 1.5

1. Graduates are very positive about their training. When comparing 1976 data with 1977 data, it is clear that graduates consider their training more worthwhile than adequate; however, since both are extremely positive (mean interval distance of .5) the difference is not significant.

2. Virtually all program graduates (90%) reported that they were much more and/or more able to teach secondary special needs students than persons trained in the more typical elementary model.

3. The supervisor's evaluation was even more positive than that of the program graduates. All (100%) of the supervisors considered their supervisee to be much more and/or more able to teach secondary special needs students than persons trained in the more typical elementary model.

and

4. The supervisors reported that their supervisee's training in Special Education (UW-Stout Program) was extremely adequate and worthwhile. In fact, the supervisors reported it to be more worthwhile and adequate than did the program graduates, i.e., Mean interval 1.5 compared to 1.8 and 2.3.

The primary purpose of graduate and employer evaluation is for program validation and improvement. Participants were encouraged to make comments with respect to the training of program graduates and, suggestions for program improvement. Typical comments regarding training are presented below. Recommendations will be discussed in later sections.

Comments from supervisors

"Mr. Covey teaches vocational skills to TMH students - excellent training." (Gary, Ind.)

"Again I would emphasize that I can only observe and evaluate on the basis of present performance. The Stout program obviously contributed to the effectiveness of our staff member but so did family, church, social, early school, etc. experiences. I can say with certainty that Mrs. Prokash is a superior teacher." (Minneapolis, MN)

"John has only been recently employed by our program. I cannot fairly evaluate his preparation after this short period of time, although he has certainly done an excellent job." (San Francisco, CA)

"This individual teacher is very well trained and a highly effective teacher. I can't speak for the program in general." (Prescott, WI)

"Your graduate is doing an excellent job in all phases of the program." (Chicago, IL)

Comments from program graduates

"When I started teaching at Stanley High School (EMR's) it was necessary for me to set up the program there as the students were sent to another school district before. I felt confident in setting up the curriculum program and work-study program. The students showed much improvement at the end of the year during testing. I feel the Special Education program at Stout taught me the necessary competencies."

"I enjoyed going through the Special Education program. It is a well needed program."

"I believe my education at UW-Stout in Special Education was very important and adequate. I have a position now in the field and my background had helped me to attain this position."

"I could not be teaching what I am without the classes I took while attending Stout's program."

"In our program of secondary EMR we deal primarily with vocational and social needs and with DVR on a regular basis. Without that type of training I would have been lost and couldn't adequately get services for the students."

"Because my special education program is vocationally-oriented, I have been able to hold the interest of high school aged students who were on the edge of dropping out."

"I feel I am more able to coordinate available services for each of my students. I also feel that I have a better background to assess their vocational abilities for post-high school goals."

"The additional training in Vocational Education and Vocational Rehabilitation made me aware of the current trend and the importance of this area. I never felt ignorance when setting up vocational programs for my students or with talking to the DVR counselor who came around."

"Most other teachers I have met in the field have only elementary backgrounds -- I have the advantage."

In summary, the follow-up evaluation(s) have been very supportive of the VEH UW-Stout program. Graduates and supervisors reported a high degree of relevance and confirmed our views that a secondary program should consist of skills gained in vocational rehabilitation, vocational education, and career special education. Ultimately, a training program must stand on the merits of its graduates. Given that criteria, all indications would suggest that the UW-Stout program is a most viable and worthwhile program.

3.0 FUNCTION

Many training programs appear to work well on paper; however, it is not until after the actual training begins that unanticipated problems surface. The line between development and function is arbitrary in that, the distinction is simply a time frame based upon the actual operation with students. Programs continue to develop and change during program functioning adding relevant information unavailable during the planning stage.

Thus far, I have reported a series of activities and events associated with the development of the VEH program. That aspect of the program could well be referred to as the program as it exists on paper. Generally, it is the type of information contained in program monographs. In this section, I should like to present the program as it exists--unabashed and straight forward. Naturally, this section is fright with observations and conclusions. The observations and conclusions are however, based on years of operational experience and I sincerely believe they are accurate.

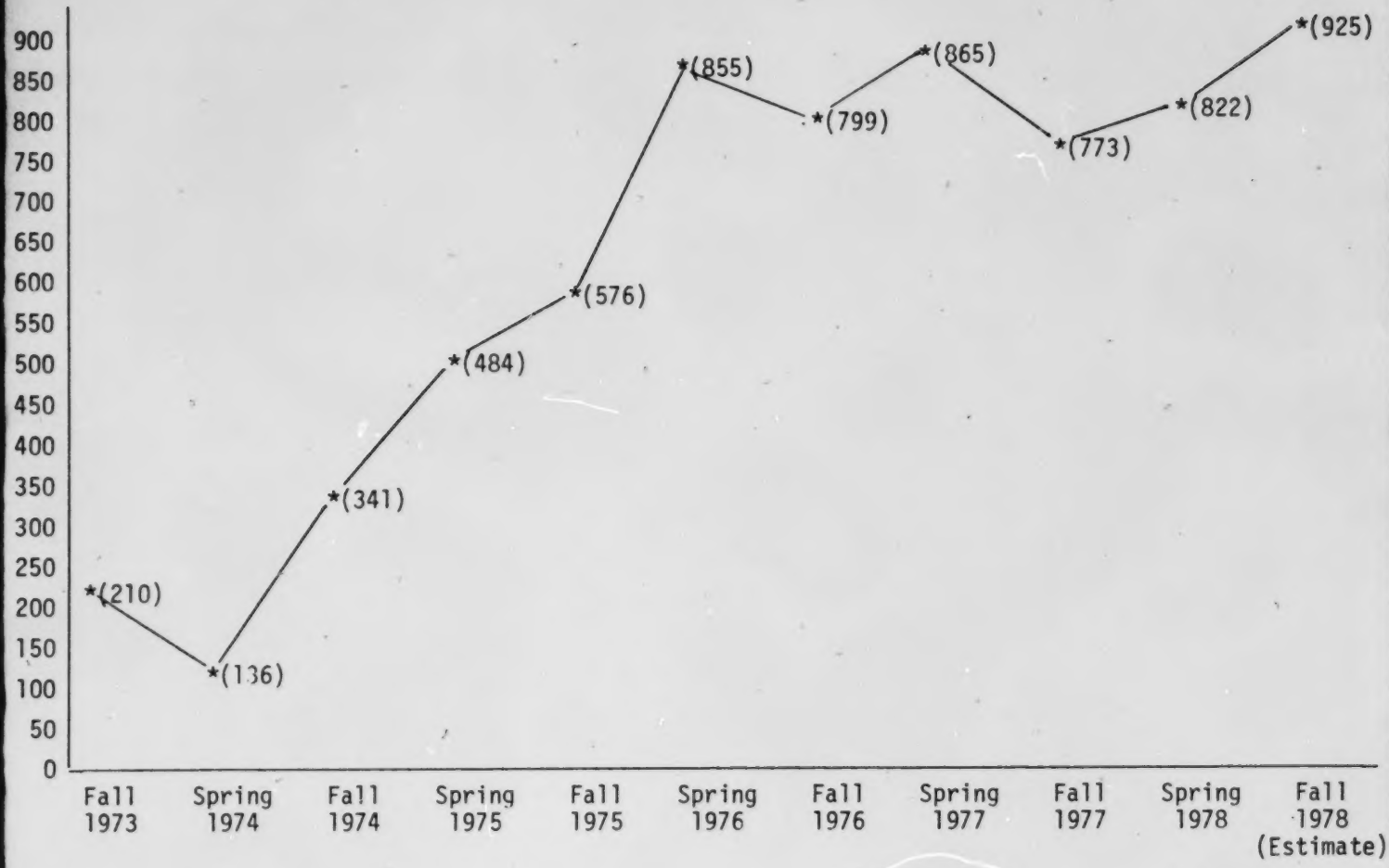
The VEH program has been in operation for the past five academic years (1973-78). During that time, numerous changes have been made, and many more await attention. To date, the number of graduates has been relatively small (approximately 75) yet, the response from employers remains extraordinary. The graduates have experienced a 100% placement record and, the demand for VEH graduates far exceeds their availability. In fact, many VEH trainers are hired during their practice teaching experience. In the past years, the student credit hours generated in the VEH program (431-xxx credit numbers) have increased dramatically representing a substantial commitment on the part of both the university and students to the VEH program. (See Figure 6).

During the program's operation period, four basic problem areas became apparent. Although the problem areas are separated for ease of discussion, it should be noted that they overlap to a considerable degree and are often different sides of the same coin. They are:

.1 Curriculum Design and Student Performance Evaluation - during the initial stages of training, it became evident that the VEH program should move from utilizing subjective (expert opinion) evaluations regarding student performance criteria to more objective evaluations. In addition, the general curriculum design should be changed to a more competency based criterion referenced model to accomplish the following:

Figure 6

Student Credit Hours Generated in
Special Education (431-xxx) courses



(a) establish test out procedures for program competencies, (b) determine entry level identification of trainees, (c) provide referenced materials and instruction to reduce redundency and, (d) provide more relevant and structured learning experiences.

.2 Competency Enlargement - the current VEH program competencies should be increased to better represent the actual skills and behaviors obtained by VEH trainees. The program competencies suggest strength in the vocational areas; however, the vocational competencies have been somewhat ignored. The strength and uniqueness of the VEH program is in the combination of vocational education, vocational rehabilitation, and special education into a single program.

.3 Practicums - Clinical Experience - and Staff - the hands-on experiences called for in planning has presented problems for a program housed in an area away from a large population center. Additionally, many practicum trainees and practice teachers experience frustration in working with rigid traditional programs stressing academic and quasi-academic skills for the secondary EMR student. The university teaching staff operates under serious limitations and the ability to attract and retain an outstanding faculty remains questionable.

.4 Identification - the VEH program suffers from lack of identification regarding certification, housing, and degree titles.

The four problem areas will be expanded in this section. They will be treated in the same order as they appear above. The measures and/or strategies used (or to be used) to rectify the program's weaknesses will be discussed. Additionally, supportive rationale, explanations, observations, and examples will be presented as a means to clarify both the problems and possible solutions.

3.1 Curriculum Design and Student Performance Evaluation

Most competency based programs provide instruction or intervention experiences starting from a relatively limited base leading to a terminal outcome (for example, a program containing ten competencies might be ordered 1-10). Assumptions are made regarding a) the validity or degree of relevance of the competencies, and b) the instructional design. The majority of this section addresses (b) instructional design; however, a few comments on competency relevance are in order.

(a) Experience gained from the VEH program would indicate that it may not be necessary or even possible to start with a set of competencies which are absolutely "valid". Indeed, it would seem that the best a program can do is define the competencies which appear to be necessary (a systems approach) and be willing to continually modify (change/add/drop) competencies as the need arises. Competencies are subject to change, and some which "appeared" to be relevant are likely as not those which are extraneous.

Simply put, competencies are validated after the fact and as such, many competencies must rely on both projection and validation. A training program must be based, at least partially, on projections for which hard data does not exist. A time lag of several years or more develops between training and competency validation. Competencies should be modified or dropped when evaluations indicate that they are no longer useful and, new competencies should be added when needed. Educators must be willing to take their "best shots" at predicting necessary competencies and clean up their training programs as the data becomes available. This requires constant monitoring and evaluation of competencies (see 2.5 Program Evaluation); however, it does assure the highest possible degree of relevance.

(b) The selected competencies form the program base. The competencies are ordered (e.g., 1-10) and assumptions are made regarding the acceptable entrance level of trainees. Trainees are expected to proceed through the hierarchy of competencies (1-10) at their own rate. Typically, trainees are allowed several attempts to master competencies or retake entire course sections until the criterion level is met. If the entrance level of all trainees were similar, there would be little trouble with this design; however, the entrance level of trainees are quite different. Some trainees possess at the onset, program competencies either totally (2, 4, 7, 10) or in parts thereof (.7, 2.5, 7.3). Without a means of entrance level assessment, trainees are forced to participate in experiences and instruction leading to competencies which they already possess. Because of this obvious duplication and wasted time, this practice would seem both economically unsound and politically unwise.

A wide spread belief prevails among many educators that mastery of a competency implies more than passing a test. Some educators insist that a student could receive passing marks on a test but not fully understand the competency. In course work for example, most tests represent a "sample" of content material rather than the content itself. When tests are competency specific, many instructors are accused of "teaching the test", and thereby short changing the students. Critisism is justified when instruction is directed at a "sample" of the expected content. On the other hand, it would seem that critisism is not justified when both instruction and competency testing are directed at the near totality of expected content. Naturally, this requires rather complete testing to reduce the possibility of sampling error.

Competency based criterion referenced testing is the key for a competency based curriculum. Given adequate testing, the entrance level of a trainee can be determined, and, the trainee can be directed to training experiences (referencing) which takes him from total or partial competency completion to a terminal outcome.

The student performance criteria takes on additional importance when it serves the base of testing. It is essential to look beyond the stated competency to see how it is measured. For example, let's examine the following competency:

> After instructional intervention, the student will be able to fly an airplane.

This may seem like a relatively simple competency; however it takes on a different meaning when given the following examples of divergent student performance criteria.

1. The student will successfully pass the FAA written flight test.

or 2. The student will successfully pass the FAA written and flight test. He will receive a private pilot's license.

or 3. Given four attempts, the student will successfully fly three paper airplanes of his own design over a distance of twenty feet.

In this example, it is obvious that "flying an airplane" is defined by the student performance criteria. In the first instance, a paper/pencil test is construed as flying and in the third set of

criteria, performance with a model is considered flying. Only in the second set of criteria, do the elements of theory and application blend together in an appropriate degree terminating in a license or credential. The competency statement must have a well defined set of student performance criteria in order to be useful.

The development of criterion referenced instruction is time consuming and represents a major thrust of the VEH program. All 431 or Special Education course work is taught utilizing learning modules. Most modules are self standing and have criterion referenced tests.

Some years ago, numerous educators predicted the extinction of the basic college credit unit. Many saw the credit hour as a variable dinosaur standing in the way of competency based instruction. Indeed, some universities even went so far as to do away with these traditional curricular units replacing them with transcripts filled with competency statements.

After several years of experimentation, fluctuating between the pragmatic necessity for college credits and the idealized competency learning module approach, the VEH program has arrived at competency based learning modules within discrete credit hour courses. In reality, each course is comprised of numerous competency modules and performance is measured by unit grades. The use of separate student record competency check lists was repetitious and neglected the continuous updating of learning modules within courses. Unless a teacher preparation program makes extensive use of computerized instruction along with a research and teaching staff dedicated to continuous updating, a complete program competency check list is probably of little instructional use. Course or module competency check lists are however, workable and most useable because their scope is much more limited and specific.

Although it would be possible for a student to test out of the entire VEH program, it is highly unlikely. Some students have met criterion in several competency modules and even entire courses by utilizing test out procedures. Most generally, students that take the pre-tests actively participate in the instructional process even

though they may have scored beyond the criterion level. Offering the pre-tests results in greater student interest (complaints of repetition are almost non-existent) and, greater student achievement since the performance criteria are known in advance.

Performance based criterion referenced instructional materials for secondary special needs students have been practically non-existent. The VEH program has developed extensive and unique instructional materials and curriculum. It would be impossible to present the entire program in this paper; however, a short example might be illuminating.

The VEH program developed multimedia learning modules for the Prescriptive Diagnostic Teaching (PDT) course (431-561). The modules utilize a unique record keeping form (see Appendix C, Prescriptive Diagnostic Teaching Forms), ten color video cassette recordings and, three extensive simulated case studies presented in nine slide tape presentations. Many thousands of dollars have gone into the development of the simulated studies of "Ron", "Sandy", and "Jerry" in which the student is taken through the various elements of prescriptive teaching utilizing a case file, workbook, and typical materials that would be available in most secondary school settings. An adapted form of "Ron" has been developed to serve as a criterion referenced test. A review of the PDT forms (Appendix C) reveals the intricacy and details necessary in criterion referenced instruction. Hopefully in the future, the entire VEH program (including vocational, general and rehabilitation course work) will be competency based and criterion referenced.

3.2 Competency Enlargement

The program competencies (Appendix B) represent some thirty-six credit hours of university experience. That is, only 27% of the degree program (130 hours) is covered by program competencies. The other ninety-four hours of course work (73%) is not organized into a systematic plan of inter-related and intra-related behaviors and skills.

It may be logical to assume that someone must have been thinking of competencies when a course such as "Freshman English 101" was made a required part of students' degree programs; however, the "competencies" exist only in a very tertiary sense if, they exist at all. We may

assume that students receiving a passing grade in English 101 are competent in communicating vis a vis written English, yet all too often, this assumption proves to be erroneous.

Ideally, a competency based program would include all formal and informal work required for a degree or certification. In practice, it is indeed rare to find a program incorporating all of the competencies acquired by students. Many courses are assumed to have validity or, are required in the administrative structure thus escaping critical review. Two other factors appear to be working in the limitation of a totally competency based curriculum. One factor, is the sheet bulk of competencies. Given 130 credit hours and four years of college education, students are bound to acquire hundreds of competencies and perform thousands of terminal behaviors. The task of ordering and sequencing all of those skills and behaviors would be monumental and produce such a colossal list of competencies that it would most probably be useless. The second factor, is the course work which does not lend itself to quantitative measurement. Although the argument is somewhat shakey, many instructors in liberal arts state that if they were to measure competencies, only the trivial aspects of their subject would be treated. It would seem then, that compromises must be made to assume that competencies are not trivial or in a format which defies practical application.

The strength of the VEH program lies in its marriage of vocational education, vocational rehabilitation, and special education. The first two areas, i.e., vocational education and vocational rehabilitation are areas for which UW-Stout is Internationally recognized. Stout produces more graduates in these two areas than any other university in the nation. The resources made available to the VEH program in the areas of vocational education and vocational rehabilitation are unique and in a very real sense, form the backbone of the training. Although trainees are required to take considerable amounts of course work in vocational education and vocational rehabilitation (see Figure 7) the program competencies do not represent this involvement. The general studies or liberal arts component of the curriculum (40 hours - see Figure 7) is required of all students regardless of degree or university in the state of Wisconsin. It would seem logical to expand the program

Student's Name _____

Date _____

Advisor's Signature _____

Figure 7

SPECIAL EDUCATION CERTIFICATION

B.S. Degree in Vocational Rehabilitation

GENERAL STUDIES - 40 Credits

326-101	Fr English Comp	3
326-102	Fr Eng Rd & Wrt	3
326-345	Creative Writing	
or		
326-346	Expository Writing	
or		3
326-347	Critical Writing	
or		
326-515	Technical Writing	
391-100	Fund of Speech	2
479-110	General Psychology	3
308-132	Phys. & Anatomy	4
387-110	Intro. To Sociology	3
3xx-xxx	Science Elective	2-3
375-210	Government	3
338-220	History of America	
or		3
320-201	General Economics	
367-1xx	Physical Education	2
Liberal Studies Electives: Select one course from three of the following areas-Math, Art, Music, Theatre, Literature, French, Philosophy		8-9

_____

_____

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SPECIAL STUDIES - 25 Credits

212-250	Family Rel I	3
229-124	Foods - 4	
or		3-4
229-212	Nutrition - 3	
214-266	Apparel Construction	3
245-250	Family Housing - 3	
or		2-3
245-676	Family Finance - 2	
170-101	Processes	3
170-304	Industrial Crafts	
or		2
170-270	Light Bld. Const.	
130-140	Intro. to Grap. Arts	2
110-210	Gen. Motor Mech.	2
600-561	Prep. of AV Mat.	2
600-560	Audio Visual Comm.	2

SPECIAL EDUCATION - 43 Credits

431-532	Psych. of Excep. Child	3
421-205	A,B,C,D,E,F, Profes. Teacher Education	12
431-560	Meth. & Mat. in Spe. Ed.	3
431-561	Prescript. Diag. Teach.	3
431-562	Clinc. Exp. w/Hdcp.	2
431-585	Mental Retardation	2
431-660	Practicum in Spec. Ed.	2
431-661	Career Education	3
431-662	Class. Management Tech.	3
431-480	Student Teaching - EMR	8
431-555	Issues in Special Ed.	
or		2
431-581	Legal Rights of Hdcp.	

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VOCATIONAL REHABILITATION - 15 Credits

459-102	Community Resources	3
459-101	Intro. to Rehab.	3
459-201	Basic Skills Rehab.	2
459-310	Voc. Evaluation	4
459-311	Work Adjust. Serv.	3

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_____

ELECTIVES - 7-10 Credits

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_____

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_____

Total Program Credits Required - 130

competencies to include competency areas beyond general studies, even though, many important competencies are obtained in that forty hour block.

The task of expanding program competencies is not one of simply taking course outlines and adding objectives in a patch quilt fashion, rather, it requires purposeful definition of program outcomes. Again, it is the further refinement of curriculum to find a workable tolerance between vague goals which are directionless and specific learning objectives which are myopic to the same directionless degree.

Several common elements transcend discipline areas and form a base for further competency development. One such transcending strand is the use and manipulation of tools and materials. Using this strand (tools and materials) as an example, the VEH program competencies would be expanded to include the following:

1. Identify and manipulate the following tools, materials, and processes using correct and safe techniques in production, problem solving, and fabrication.

Manipulations

1. Compression Molding
2. Dip Casting
3. Injection Molding
4. Rotational Casting
5. Thermoforming
6. Forge
7. Grind
8. Heat Grind
9. Measuring
10. Metal Lathe
11. Foundry
12. Metal Spinning
13. Riveting
14. Sheet Metal
15. Threading
16. Band Saw
17. Jig Saw
18. Jointer
19. Planer
20. Variety Saw
21. Adhesives
22. Arc Welding
23. Hot Gas Welding of Plastics
24. Oxyacetylene Welding
25. Wood Screw
26. Sawing
27. Vacuuming
28. Mopping
29. Dusting
30. Floor Surface Care
31. Wall Washing
32. Bathroom Cleaning
33. Dish & Ware Washing
34. Window Washing
35. Laundering
36. Bed Change and Make Up

37. Appliance Maintenance and Cleaning
38. Apparel Construction
39. Apparel Care
40. Food Preparation Equipment
41. Food Storage Equipment
42. Food Selection
43. Kitchen Appliances
44. Laundering Appliances
45. Machine and Hand Sewing
46. Packaging
47. Computation tools (calculators, business machines)
48. Communication tools (telephone, VTR's projectors, recorders, players)
49. Basic Hand and Power Tools (used for measurement, cutting, forming, combining, finishing, and extracting)

Obviously, the above strand (tools and materials) is limited and cuts across departments and even schools within the university. Since many of the tools and materials are experienced in course work beyond the immediate control of the VEH program, it is quite difficult to guarantee compatibility and attainment of student performance criteria. Fortunately, most of the course work required is designed around discreet projects. That is, in courses such as 170-304 Industrial Crafts, students complete projects in copper tooling, silver smithing, jewelry, wood burning, wood carving, plastic fabrication, and leather carving. The projects in this and other courses can serve as the measure of student performance regarding the use and manipulation of tools and materials. Projects are evaluated using objective criteria and reflect the concern of the previous section in that most projects are competency based and criteria referenced.

Special Fields Certification

Another aspect of this problem, i.e., competency enlargement, is the inclusion of "special education" in the curriculum of vocational educators. This has been accomplished by offering Special Education Certification in Special Fields. The Wisconsin State Department of Public Instruction provides a certification category for teachers of special education in special fields. These fields and certification code numbers are as follows:

860 - Physical Education - Special Education

861 - Music - Special Education

862 - Art - Special Education

863 - Home Economics - Special Education

864 - Industrial Arts - Special Education

The requirements of the Department of Public Instruction for certification in these special fields are:

A. Eligibility for a license in one of the special fields names above, and

B. Nine semester credits of course work in:

(1) introduction or nature of exceptional children

(2) practicum in the particular area of specialization with exceptional children

(3) elective in special education

C. A statement from the institution at which the above course work was completed, attesting to the competency of the applicant in the area of specialization with exceptional children.

The University of Wisconsin-Stout offers teacher preparation programs in four of the five fields listed above, i.e., Physical Education (860), Art (862), Home Economics (863), and Industrial Arts (864).

The planned sequence of course work allows students completing teacher certification in special fields, i.e., Industrial Education, Home Economics, Art Education, and Physical Education to receive Special Education Certification in their special fields.

This eleven semester credit sequence meets Wisconsin Department of Public Instruction certification requirements. It is looked upon by the Bureau of Education for the Handicapped - U.S. Office of Education and DPI personnel as representative of a needed direction in both special education and the special fields.

Students who are completing teacher certification programs in the fields of Art Education, Physical Education, Home Economics and Industrial Education may elect to be credentialed to teach handicapped youth in their special field by completing the following courses currently offered in Special Education.

431-532 Psychology of the Exceptional Child	3 hrs.
431-561 Prescriptive Diagnostic Teaching	3 hrs.
431-562 Clinical Experience	2 hrs.
431-662 Classroom Management	3 hrs.
Total -	11 hrs.

The aforementioned courses represent a sequential program designed to: (a) meet State Special Education Special Fields certification requirements, and (b) provide students with skills and knowledge necessary for teaching handicapped youth. When translated to competencies, the eleven hours of existing course work becomes a free standing unit in both scope and sequence. The eleven hour sequence would develop the following competencies:

Competencies	University Experience	Student Performance Criteria
1- Identify, characterize and define handicapped children in terms of deficit and developmental need.	431-532	Prepare a plan for identification and definition of handicapped youth.
2- Discuss the variances of handicapped children to the overall population with reference to normative and statistical data.	431-532	Develop an analysis of the handicapped population in reference to the normative population.
3- Plan instruction in vocational areas for troubled students.	431-561 431-562	Complete a vocational planning project with a handicapped youth.
4- Provide instruction in vocational areas using prescriptive and diagnostic teaching.	431-561 431-562	Complete a three month instructional project with a handicapped youth.
5- Specify and control change or problem behaviors.	431-662	Prepare reports of behavior management procedures with at least 3 problem behaviors.
6- Develop plan for dealing with extreme behavior problems.	431-662	Prepare a written plan.
7- Consult with other secondary teachers.	431-662	Simulate a consultation session with secondary teacher.
8- Develop and implement procedures for consulting with parents on student progress.	431-662	Develop a written plan and simulate an interview with parents on student progress.

The Special Fields Certification program at University of Wisconsin-Stout has been an unqualified success. In recent years, we have placed increasingly more resources into this area. The rational for this shift in emphasis is quite simple, and can be explained in the following three points:

1. At both the preservice and inservice level, the VEH program can reach more teachers and in turn more special needs students by upgrading and certifying vocational teachers to work with special needs students.

2. By maintaining an indepth and complete certification program in special education (secondary EMR) and an "add-on" certification program for special fields personnel, we have achieved a forced integration of trainees across disciplines. Together, the certification blend together becoming greater than the sum of their parts.

3. Success in the field for VEH program graduates has been based on part, by their ability to work with Special Fields personnel. By focusing on an "adequate and appropriate" education for special needs students and, by moving special and vocational education closer together, the entire school program becomes more successful. At the practitioner level, the problems of territory and "expertise" do not stand in the way of student progress but rather compliment and co-operate with one another thereby serving the students.

The Special Fields program has been a serendipitous expansion of the basic VEH program. Like the prince of Serindip who "accidently" found more wonderful things than for which he originally searched, so it was with the VEH program. During the process of developing a new teacher training model in special education, we discovered a viable and exciting model for training special fields personnel. The benefits of Special Fields Certification are too numerous to list; however, three incidents occurred this past year that exemplify those benefits.

The first incident was a telephone call from a special education teacher in Siren, Wisconsin--a small remote town in Northwestern Wisconsin. She told me that she had graduated from another college, but wanted to thank us for their Special Fields Certification Industrial Arts Teacher. During the first week of school, the new Industrial Arts teacher came to her room, and asked her why the special needs students were not coming to his class. She was overwhelmed that the "shop" teacher would actually want special students and, that he really knew how to work with them. In addition to including special needs students in the school's industrial arts program, the Special Fields Certification graduate was influential in modifying a typically academic special education program to better serve the needs of students.

The second incident was reported to me by an administrator for a large metropolitan high school in Madison, Wisconsin. She related

to me that one of our Special Fields Certification art teachers had diagnosed several students with learning disabilities. The interesting aspect of this incident was the fact that these students had gone through extensive screening and their learning disabilities had eluded the "experts".

The third incident was a letter from a Special Fields Certification graduate in Home Economics. Upon graduation she wrote that Special Fields Certification gave her a decisive edge on the job market. She was offered numerous positions and settled upon one in special education in Michigan. Currently, she teaches vocational/special education at Central Michigan University.

All of these incidents, and countless more, are related in that they underscore the ability of special fields instructors to significantly improve the educational experiences for special needs students. The cost effectiveness and potential gains make the Special Fields Certification program extremely promising. In addition to better serving the special needs population Special Fields Certification graduates are better teachers with "normal" students. Or, as one Special Fields Certification graduate said, "If you think we're good teaching the handicapped, you should see us with 'regular' kids!".

3.3 Practicum and Clinical Experience

A training program should offer trainees a balance between idealized and realistic practicum experiences. Trainees should be exposed to the student groups or clients which they will eventually serve. Additionally, trainees should have some practicum experience early in training so that training becomes more reality based and, so that, trainees can make better decisions regarding their involvement in the program.

Providing practicum experiences has been hampered by the following two factors, a) distance, and b) site orientation.

Distance - UW-Stout is located approximately sixty miles away from a large population center (Minneapolis - St. Paul). Most current practicum sites, i.e., secondary schools, workshops, and activity centers, have a limited ceiling on participants. Commuting to the Twin Cities is most difficult for a three hour practicum twice a week although, this distance is not a problem. A possible solution to this problem would be to require

two terms of student teaching - one informal experience at the beginning of training and a more formal experience to the conclusion of training. Also, efforts are underway to further develop nearby practicum sites.

Site Orientation - Most practicum sites are based upon the traditional academic and quasi-academic models. Vocational education for the handicapped is still in the infancy state and ideal practicum sites simply do not exist. Several demonstration programs are open to VEH trainees, namely, the SERVE program at District 916, White Bear Lake, Minnesota and the Vocational Development Center at the University of Wisconsin-Stout; however, both programs are somewhat artificial in that they do not totally relate to the skills and behaviors needed in secondary programs. The VEH program staff has initiated development for a demonstration program with the Menomonie Public Schools in hopes of providing or having access to a more idealized secondary program.

Staff Retention and Development - Initially, the VEH program suffered severe setbacks due to turnovers in the project director position. The staff was unstable and funding questionnable. A Bureau of Education for the Handicapped site visit on 23-24 September 1974 provided the necessary impetus and support to move the VEH program forward. The report (see Appendix E) underscored the assets and liabilities of the VEH program, and aligned University support behind the new program.

Adequate staffing has been, and most likely will remain an area of great concern. Some of the problems relating to staff recruitment, retension and development are compounded by the huge University of Wisconsin bureaucratic structure. Hard money, soft money, academic status, faculty status, tenure, rank, promotion, tenure density, budget flexibility, indirect costs, teaching loads, salary, merit increase, FTE's, FTIE's, student credit hours generated, course integrity, and the countless forms for certification, varification, travel, budget, authorization, purchase, contract, and "miscellaneous" seem to preempt the teaching process. Many of these problems are shared by other training programs; however, they all have a bearing on the ultimate outcome and product(s) of the VEH program.

The VEH program has been able to attract outstanding teachers. All members of the teaching faculty have been below the doctorate level of training with the exception of the program director. Two of these very

fine teachers have gone on to pursue doctorates with substantial fellowship/stipend awards. The VEH program has been most fortunate in the past; however, our ability to attract and retain quality staff members must remain in question.

Central issues regarding recruitment and retention are money and commitment. Policy and bureaucratic red tape may serve to cloud the basic issues; however, the bottom line is simply resources and commitment.

APPENDIX A

Special Education Study Field Questionnaire

INSTRUCTIONS: The following information about yourself is important for our study. You need not identify yourself, but it is important that the data is accurate.

1. Education.

Degrees Held	Major	Minor	College
1)			
2)			
3)			

Working toward certification? _____ Hold special education certification? _____

2. Teaching Experience. Number of years teaching:

Secondary level EMR (grades 10-12) . . _____ years TMR . . . . . _____ years

Other EMR . . . . . _____ years Non-retarded students . . . . . _____ years

3. Non-Teaching Employment: _____ years

4. Present Age: _____ years

5. Sex: Male _____ Female _____

6. School Information. Check which you work in:

Senior high with work study (a combination classroom education & work experience) _____ Combined junior/senior high with work-study _____

Senior high without work study _____ Combined junior/senior high without work-study _____

7. Percentage of Time Spent In: (Total time equals 100%)

Classroom teaching of the EMR	_____%	Work experience coordination	_____%
Other classroom teaching	_____%	Other _____	_____%

8. How Many:

EMR students in grades 10-12 in your school? _____

Total students in your school? _____

People in the city where your school is located? _____

Part I - PROPORTION OF EMPHASIS devoted to curriculum areas. The results of our research efforts on the needs of the educable mentally retarded (EMR) indicate that a high school curriculum for these students must be essentially concerned with four areas: (A) Psycho-Social, (B) Activities of Daily Living, (C) Academic, and (D) Occupational Information and Preparation.

INSTRUCTIONS: Please read and consider those specific needs that must be met in each of the curriculum areas listed below. Then, on the following page rate the percentage of emphasis you feel should be spent preparing students in each of these curriculum areas.

A. Psycho-Social Curriculum Area. The student needs to:

1.1 exhibit socially acceptable behavior and self-expression (e.g., form and maintain social relationships, be accepted).

1.2 exhibit adequate self-awareness, self-confidence, and self-concept.

1.3 exhibit ability to participate with "normals".

1.4 exhibit the ability to think independently and resourcefully and to take an initiative.

1.5 exhibit spiritual as well as material values (e.g., value happiness, beauty, etc., as well as money and belongings).

1.6 exhibit responsibility toward himself and others.

B. Activities of Daily Living Curriculum Area. The student needs to:

2.1 exhibit proper care of himself in grooming, hygiene, and physical safety.

2.2 exhibit awareness of sex facts, responsibilities of sexual relationships and behavior, and parenthood.

2.3 exhibit home management abilities, e.g., cooking, cleaning, sewing and repairing garments, caring for lawn, caring for children, meeting emergencies.

2.4 exhibit awareness of family relationships and the ability to live within them.

2.5 exhibit necessary mobility, e.g., drive a car, walk in the community, utilize public transportation facilities.

2.6 exhibit ability to use community resources, e.g., libraries, churches, movies, agencies, etc.

2.7 exercise his civic rights and responsibilities, e.g., the right to vote, adherence to the law, fundamentals of government.

2.8 exhibit sufficient communication ability to make his thoughts understood.

2.9 exhibit appropriate leisure activities, e.g., sports, hobbies, etc.

C. Academic Curriculum Area. The student needs to:

3.1 exhibit reading skills sufficient to comprehend a newspaper, application form, safety signs, highway signs, etc.

3.2 exhibit arithmetic skills sufficient to count his money, balance his checkbook, read a thermometer, etc.

3.3 exhibit spelling and writing skills sufficient for social correspondence, completing job applications, completing simple forms (credit, social security), etc.

3.4 exhibit awareness of social studies and science sufficient to indicate an understanding of the basics of American and community history, geography, nature, ecology, etc.

D. Occupational Information and Preparation Curriculum Area. The student needs to:

4.1 exhibit proper work habits, e.g., awareness of time, supervisor and peer relationships, motivation, etc.

4.2 exhibit motor skills sufficient to obtain appropriate employment, e.g., motor coordination, tolerance, strength, eye-hand coordination.

4.3 exhibit awareness of many occupations, their skill requirements, and the personal needs of individuals who work in these occupations.

4.4 exhibit ability to seek and apply for a job, e.g., where to look for employment agencies, how to complete job application forms and interviews, etc.

4.5 exhibit competency in a specific occupational skill, e.g., clerical, services, industrial, agricultural, etc.

4.6 exhibit the ability to do satisfactory work on a regular job.

After considering each of the aforementioned curriculum areas and the specific needs subsumed under each, please indicate below the percentage of emphasis that you feel should be spent in each of the four areas during the overall three-year high school program. (Be sure the total of the four areas equals 100%).

	Percentage of Emphasis
A. Psycho-Social Curriculum Area	_____%
B. Activities of Daily Living Curriculum Area	_____%
C. Academic Curriculum Area	_____%
D. Occupational Information and Preparation Curriculum Area	_____%

Part II - TEACHER COMPETENCIES

INSTRUCTIONS: To meet the student needs listed in Part I, the high school curriculum for the EMR should provide a wide range of experiences, activities, and instruction in the four curriculum areas. Specific experiences for each of the curriculum areas are listed in column 1. We would like you to:

In column 1, rate the relative importance of each item listed, i.e., how important you feel this experience, activity, or instruction is in the EMR curriculum;

In column 2, indicate who ideally should provide this activity: a special education teacher, a prevocational coordinator (concerned with educative and habilitative functions but giving greater attention to the latter), other school personnel (counselor, psychologist, regular class teacher, social worker), or others outside of school (welfare, DVR, sheltered workshop);

In column 3, indicate who in practice now provides this activity: a special education teacher, a prevocational coordinator, other school personnel, others outside the school, or it is not provided.

Because there may be several activities listed within one item, please be sure that you respond to the item as a whole and not to any one part. Your response should indicate your overall reaction regarding the item.

(1) Rating of the importance of curriculum experience, activity, or instruction. Circle the appropriate number: 1 = Not Important, 2 = Slightly Important, 3 = Moderately Important, 4 = Important, 5 = Very Important						(2) Indicate with an "x" WHO you feel ideally should perform this activity (you may check more than one)				(3) Indicate with an "x" WHO in practice performs this activity (you may check more than one)				
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of Sch.	Not Pro-vided
A. Psycho-Social Curr. Area The student must be provided with:														
1.1 techniques of expressing socially acceptable behav.	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.2 necessary reinforcement for the development of adequate self-confidence, self-awareness, and self-concept.	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.3 a wide range of opportunities for maximum interaction with "normals"	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.4 instruction in and opportunities for independent and resourceful thinking and initiative	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.5 an appreciation of the aesthetic values, e.g., happiness, beauty	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.6 social, emotional, and intellectual functioning related to his home background	1	2	3	4	5	___	___	___	___	___	___	___	___	___

	Rating	Ideally				In Practice				
	Not Import. / Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Pro-vided
1.7 professional assistance in helping parents meet student needs, e.g., emotional support, dietary and rest requirements	1 2 3 4 5	___	___	___	___	___	___	___	___	___
1.8 professional assistance in developing responsibility to himself and others	1 2 3 4 5	___	___	___	___	___	___	___	___	___
Additional: _____	1 2 3 4 5	___	___	___	___	___	___	___	___	___
B. Activities of Daily Living Curriculum Area										
The student must be provided with:										
2.1 instruction in methods of home management, e.g., cooking purchasing and budgeting, clothing construction, etc.	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.2 instruction in methods of home mechanics, e.g., operating appliances, minor repairing, caring for equipment	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.3 instruction in methods of personal care, e.g., hygiene, nutrition, parenthood, sex education, safety	1 2 3 4 5	___	___	___	___	___	___	___	___	___

	Rating	Ideally				In Practice				
	Not Import. Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Pro-vided
2.4 instruction in methods of utilizing community resources, e.g., post office, churches, ect.	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.5 instruction in use of leisure time, e.g., sports, crafts, social activities	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.6 instruction in methods of mobility, e.g., driving, utilization of mass transportation	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.7 instruction in rights and responsibilities of civic activities, e.g., laws, voting, participation, etc.	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.8 opportunities and training in communication skills, e.g. reading, writing, and speaking appropriately for daily activities.	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.9 opportunities to become aware of his responsibilities to himself & others	1 2 3 4 5	___	___	___	___	___	___	___	___	___
Additional: _____	1 2 3 4 5	___	___	___	___	___	___	___	___	___

	Rating					Ideally				In Practice				
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Pro-vided
C. Academic Curriculum Area														
The student must be provided with:														
3.1 an ongoing evaluation of academic abilities and limitations, e.g. through observation, testing, etc.	1	2	3	4	5	___	___	___	___	___	___	___	___	___
3.2 academic skill instruction related to present and future vocational and social adjustment	1	2	3	4	5	___	___	___	___	___	___	___	___	___
3.3 curriculum models so as to receive organized academic instruction in appropriate scope and sequence.	1	2	3	4	5	___	___	___	___	___	___	___	___	___
Additional: _____	1	2	3	4	5	___	___	___	___	___	___	___	___	___
D. Occupational Information and Preparation Curric. Area														
The student must be provided with:														
4.1 vocational evaluation, e.g. interest & aptitude tests, job samples, work tasks, situational assessments, on-the-job evaluations	1	2	3	4	5	___	___	___	___	___	___	___	___	___

	Rating	Ideally				In Practice				
	Not Import. Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Pro-vided
4.2 instruction & training for work adjustment, e.g. work habits, interest, motivation, interpersonal relationships, etc.	1 2 3 4 5	___	___	___	___	___	___	___	___	___
4.3 activities promoting the development of manual abilities (motor skills)	1 2 3 4 5	___	___	___	___	___	___	___	___	___
4.4 skills for a specific job or jobs, e.g., clerical, service, indus., etc.	1 2 3 4 5	___	___	___	___	___	___	___	___	___
4.5 vocational information, guidance and counseling, e.g., familiarization with world of work, knowledge of many occupations, their skill require., etc.	1 2 3 4 5	___	___	___	___	___	___	___	___	___
4.6 instruction in methods of job seeking and application	1 2 3 4 5	___	___	___	___	___	___	___	___	___
4.7 instruction in the use of community resources which aid in vocational and social adjustment, e.g., DVR, social services	1 2 3 4 5	___	___	___	___	___	___	___	___	___
4.8 job tryouts	1 2 3 4 5	___	___	___	___	___	___	___	___	___
4.9 job placement upon completion of schooling	1 2 3 4 5	___	___	___	___	___	___	___	___	___

	Rating	Ideally				In Practice				
	Not Import. Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Pro-vided
4.10 a professional person competent to make reports of the student's progress evaluations, and recommendations to agencies & potential employer	1 2 3 4 5	___	___	___	___	___	___	___	___	___
4.11 post-school activ., coord. by a prof., when necessary	1 2 3 4 5	___	___	___	___	___	___	___	___	___
Additional: _____										
_____	1 2 3 4 5	___	___	___	___	___	___	___	___	___

APPENDIX B

VOCATIONAL EDUCATION FOR THE HANDICAPPED

Competency	Student Performance Criterion	Intervention Training Experience	Phase
1. Develop a career-oriented special education program compatible with school procedures and regulations, and obtain administrative approval of the program.	1.1 Given three simulated plans for a secondary career-oriented special program, and a school district selected by the VEH project, the student will complete a written analysis of the extent to which each plan conforms to the policies and regulations of the school district. Where regulations are not met, the student will alter the plan so as to remedy the problem. Final products will be judged acceptable by one secondary school principal and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
	1.2 Given a school district in which to work, the student will develop an original plan for a secondary career-oriented special program which serves the needs of the students and conforms to school district regulations and procedures. The plan will be judged acceptable by two secondary principals and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
2. Select students for a VEH project, including initial screening of the total school district population and follow-up evaluation resulting in selection of students to be served.	2.1 Given a school district in which to work, the student will develop an written plan for screening the entire student body and for a final selection of students for enrollment in the career-oriented special program. The plan will be judged acceptable by one secondary principal, one secondary counselor, and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1

Competency	Student Performance Criterion	Intervention Training Experience	Phase
	2.2 Given a school district in which to work, the students will develop a case study of three students which will be presented to an inter-disciplinary staffing. The case study shall include a behavioral analysis of the student's skills, recommendations for programming and the likely outcome of the program. The case study will be judged acceptable by the school psychologist, the school counselor, and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
3. Carry on instructional planning in academic areas for academically troubled students (reading, written language, oral language, social studies, mathematics, and other academic areas required for high school graduation).	3.1 The student will complete four academic instruction projects with individual children, including at least one in reading and one in mathematics, demonstrating behavioral improvement in academic skills. The reports on the projects will include at least the following elements: Behavioral Statement of the Problem, Instructional Objective, Measurement Procedures, Teaching-Learning Procedures, Results (Baseline and Progress Data), and Interpretation. All reports will be judged acceptable by two faculty members.	431-560 Methods & Materials 431-661 Career Ed. of Hand. Youth 431-480 Student Teaching	I.1
	3.2 The student will complete a written analysis of at least six instructional materials in each of four academic areas, according to a format provided by the Special Education Project. All written analyses will be judged acceptable by two faculty members.	Same as above	II.1

Competency	Student Performance Criterion	Intervention Training Experience	Phase
	3.3 The student will develop one written unit in each of four academic areas, centering each unit on a specific vocational interest area, and will carry out each unit with a minimum group of five students. A report containing behavioral objectives, materials, and teaching-learning activities will be approved by one faculty member prior to teaching each unit, and a report on the outcomes of each unit presentation will be submitted subsequent to completion of the unit and judged acceptable by two faculty members.	Same as above	II.1
	3.4 Each student will complete a minimum of two months of academic instruction with a group of at least eight children. The report of this activity will include daily lesson plans, objectives for each child, a plan for systematic collection of data on each child's progress, results of the instruction, and evidence that progress data have been used in revising day-to-day classroom activities. The final report of this activity will be judged acceptable by a supervising teacher and two faculty members.		
4. Specify and control change of problem behaviors in the classroom through the use of behavior management techniques.	4.1 The student will complete three social behavior projects with children, including at least one dealing with total class behavior, demonstrating behavioral improvement in social behaviors in the classroom or school. The reports on the projects will include at least the following elements: Behavioral Statement of the Problem, Instructional Objective, Measurement Procedures, Teaching-Learning Procedures, Results (Baseline and Progress Data), Interpretation. All reports will be judged acceptable by two faculty members.	431-662 Classroom Management 431-480 Student Teaching	II.2

Competency	Student Performance Criterion	Intervention Training Experience	Phase
	4.2 Given two case studies to be used as examples, the student will develop a plan for dealing on an immediate basis with extreme behavior problems judged to be beyond the scope of immediate classroom control systems. An example of such a problem is a situation in which an imminent threat of physical harm to the teacher or other students is posed. This plan will be judged acceptable by one secondary principal, one secondary counselor, and two faculty members.	Same as above	II.1
	4.3 Given a regular classroom that is disorderly, unruly, the student will diagnose the problem, initiate correction procedures, and cuase pupils to exhibit an acceptable task behavior. This will be judged acceptable by the school principal, the counselor, and two faculty members.	Same as above	III
5 Utilize behavior management procedures in analyzing vocational problems of students and improving students' vocational skills.	5.1 The student will complete three vocational behavior projects demonstrating behavioral improvements in vocational behavior of students. The reports on the projects will include at least the following elements: Behavioral Statement of the Problem, Instructional Objectives, Measurement Procedures, Teaching-Learning Procedures, Results (Baseline and Progress Data), Interpretation. All reports will be judged acceptable by two faculty members.	459-310 Rehab. Methods I	I.2

Competency	Student Performance Criterion	Intervention Training Experience	Phase
6. Analyze students' occupational aptitudes, occupational liabilities, academic strengths and weaknesses, personal ambitions, and occupational expectancies.	6.1 Given two secondary students with whom to work, the student will prepare a report on each student including at least the following elements: (a) occupational strengths and weaknesses of the student; (b) educational strengths and weaknesses of the student; (c) occupational and recreational interests of the student; (d) family and community factors to consider in making career judgments in working with the student. Each report will be judged helpful by one rehabilitation counselor and one secondary counselor, and acceptable by two faculty members.	459-311 Rehab. Methods II	I.2
7. Analyze the local job market, economic factors in the community, job security and working conditions in several different job settings, community attitudes, and services of community support (economic, personal, recreational, etc.)	7.1 Given a community in which to work, the student will complete a community occupational analysis including at least the following elements: Analysis of local job market, Economic conditions of community, Possible job settings for graduates, Analysis of identified job (1) wages, (2) working conditions, (3) fringe benefits, (4) promotion procedures, (5) application procedures, Identification of support agencies and Attitudes of support agencies toward graduates of program. The rehabilitation counselor, secondary counselor, and two faculty members will judge this report.	431-661 Career Ed. of Hand. Youth 459-311 Rehab. Methods II	II.1
8. Develop individual student goals to be done cooperatively by teacher and student, based on a consideration of all information gathered in (4) and (5) above.	8.1 Given the student reports completed in Objective 6.1, the student will conduct an interview with each of the students concerning the report and its implications for high school program planning and future occupational choices. These interviews will be taped and judged acceptable by one rehabilitation counselor, one secondary counselor, and two faculty members.	459-310 Rehab. Methods I	I.2

Competency	Student Performance Criterion	Intervention Training Experience	Phase
9. Develop student programming, done cooperatively by teacher and student, resulting in a written plan to achieve the student goals stated in (6) above during the course of the career-oriented special program.	9.1 Given the reports completed in Objective 6.1, and the interviews completed in Objective 8.1, the student will complete a written plan outlining a total secondary school program for each of the two secondary students with whom he/she has been working. These plans will be judged acceptable by a secondary counselor, a secondary principal, and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
10. Develop, utilize, and evaluate job samples designed to teach specific occupational skills.	10.1 Given a report form, the student will gather required information on at least ten commercial sources for purchasing work sample kits. The reports will be judged acceptable by two faculty members.	459-310 Rehab. Methods I	I.2
	10.2 The student will choose a minimum of five existing work samples and prepare a written analysis of each with regard to its applicability for students in a career-oriented special program. These analyses will be judged acceptable by two faculty members.	459-310 Rehab. Methods I	I.2
	10.3 The student will select one work skill to be taught in a career-oriented special program for which no work sample is available and will develop work samples designed to teach that skill. The work sample will be judged acceptable by one vocational rehabilitation counselor and two faculty members.	459-311 Rehab. Methods II	I.2
	10.4 Given the work sample developed in Objective 3, the student will utilize it with at least two secondary students and collect data on its effectiveness. The report of this field test will include procedures used, results, and plans for redesign of the work sample, and will be judged acceptable by one vocational rehabilitation counselor and two faculty members.	459-311 Rehab. Methods II	I.2

Competency	Student Performance Criterion	Intervention Training Experience	Phase
11. Develop and utilize mock job application and interview procedures and evaluate student performance in these simulated conditions.	11.1 Given the analysis of work settings accomplished in Objective 7.1, the student will develop mock job application and interview procedures for at least three of the jobs deemed appropriate for career-oriented special program students. These procedures will be judged acceptable by one vocational rehabilitation counselor and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
	11.2 Given the mock job application and interview procedures developed in 11.1, the student will utilize them with at least three secondary students and collect data on their effectiveness. The report of this field test will include procedures used, results, and plans for redesign of the procedures, and will be judged acceptable by one vocational rehabilitation counselor and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
12. Consult with secondary teachers to facilitate adequate performance of students in classes outside of the career-oriented special program.	12.1 During the Intensive Practicum (Phase II, Semester II), the student will arrange for and monitor the intergration of at least two students into regular secondary classes. This integration will be for a minimum of five hours per week for a ten week period. The student's performance of this task will be judged acceptable by the supervising teacher and two faculty members.	431-480 Student Teaching 431-662 Classroom Management	II.2
	12.2 Given the educational plans developed in Objective 9.1, the student will develop a written plan for the integration of the two secondary students into regular classes. The plan will cover the entire secondary school program, and will be judged acceptable by the supervising teacher and two faculty members.	Same as above	II.2

Competency	Student Performance Criterion	Intervention Training Experience	Phase
	12.3 Given the integration arrangements in Objective 12.1, the student will file weekly written reports on the number of contacts made with the regular classroom teacher, the nature of the contacts, materials provided to the teacher, aids provided to the teacher, and other cooperative work done with the teacher. The adequacy of the teacher trainee in fulfilling this "helping function" will be judged by the regular classroom teacher, the supervising teacher, and two faculty members.	Same as above	II.2
13. Identify, establish, and maintain part-time work placements for students in school and local community.	13.1 Given the list of jobs identified in Objective 7.1, the student will assemble a list of possible part-time job placements for students in the career-oriented special program, and a rationale for the selection of each job setting. The choice of jobs for inclusion on the list will be judged acceptable by a vocational rehabilitation counselor and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
	13.2 Given a high school in which to work, the student will assemble a list of possible part-time job placements within the high school, for students enrolled in the career-oriented special program, and a rationale for the selection of each job setting. The choice of jobs for inclusion on the list will be judged acceptable by a secondary counselor and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
	13.3 Given the part-time job placements specified in Objective 13.1, the student will conduct at least three mock interviews with faculty members playing the role of potential employers. The objective of each interview will be to convince the employer to participate in the career-oriented special	431-661 Career Ed. of Hand. Youth	II.1

Competency	Student Performance Criterion	Intervention Training Experience	Phase
	13.3 (continued) program. Each interview will be taped, and the student's performance judged acceptable by a vocational rehabilitation counselor and two faculty members.		
14. Train employers in (13) above with regard to the special functions and requirements of the controlled work placement.	14.1 Given one part-time work placement specified in Objective 13.1, the student will complete written specifications of the role of each person in that controlled work placement, including the employer, vocational rehabilitation counselor, school principal, teacher, and student. This product will be judged acceptable by an employer, vocational rehabilitation counselor, school principal, a secondary teacher, and a faculty member.	431-661 Career Ed. of Hand. Youth	II.1
15. Supervise students in on-the-job placements and designing school programs to support the controlled work placement.	15.1 Given the controlled work placements specified in objective 13.1, the student will develop a feedback system for monitoring and evaluating student job performance, to be used by all supervisory personnel involved. The feedback should be continuous on at least a weekly basis, and the plan should include all forms as well as a schedule for reporting. The final plan will be judged acceptable by an employer, a vocational rehabilitation counselor, a school principal, a secondary teacher, and a faculty member.	431-661 Career Ed. of Hand. Youth	II.1
	15.2 In conjunction with an operating part-time work placement program, the student will complete at least three supervisory visits to students in controlled work placements, and submit a report on each visit on a format provided by the Department of Special Education. All reports will be judged acceptable by the work placement supervisor and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1

Competency	Student Performance Criterion	Intervention Training Experience	Phase
	15.3 Given the controlled work placements specified in Objective 13.2, the descriptions of three hypothetical students, the student will devise a half-day school program for each hypothetical student in relation to his controlled work placement. These plans will be judged acceptable by a secondary teacher and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
16. Develop, implement, and evaluate post-school follow-up procedures designed to provide guidance to students for a period of up to three years following graduation.	16.1 Given three case studies of students already graduated from career-oriented programs and employed full-time, the student will develop a written plan for providing follow-up services to each student for a period of three years following graduation. These plans will be judged acceptable by a vocational rehabilitation specialist, a secondary teacher, and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
17. Develop, utilize, and evaluate procedures for communicating with parents. At each stage of the student's program, concerning goals and objectives of the program as well as student progress.	17.1 Given work and school programs developed in Objectives 13.1 and 15.5 and a simulated case report describing the home situation, the student will develop a plan for involving and/or informing parents with regard to all aspects of each of the two programs. The plan will be judged acceptable by a vocational rehabilitation counselor, a secondary teacher, and two faculty members.	431-662 Classroom Management	II.1
	17.2 Given case studies describing two sets of parents of differing socioeconomic levels, the student will conduct a simulated interview with each set of parents. Objectives for the interviews will be provided by the Special Education Project, and	431-662 Classroom Management	II.1

Competency	Student Performance Criterion	Intervention Training Experience	Phase
	17.2 (continued) both interviews will be taped with faculty members playing the role of parents. The interviewing skills of the student will be judged acceptable by a vocational rehabilitation counselor, a secondary teacher, and two faculty members.		
18. Develop, implement, and promote a career-oriented special program in a local community.	18.1 Given the plans for a career-oriented special program developed in Objective 1.2, the student will develop a speech to explain the program to a community service organization. The speech will be given to the student's peers and put on audio tape. The student's speech will be judged acceptable by a local business man, a vocational rehabilitation counselor, and two faculty members.	431-681 Career Ed. of Hand. Youth	II.1

APPENDIX C

PRESCRIPTIVE DIAGNOSTIC TEACHING SYSTEM

TO

Name | Institution:

Address: Street | City | State | Zip | Telephone ( )

FROM

Name | Relationship to referred: instructor ☐ supervisor ☐ parent/guardian ☐

Address: Street | City | State | Zip | Telephone ( )

INDIVIDUAL REFERRED

Last Name | First | Initial | Sex Male ☐ Female ☐ | Birth Date Month Day Year

Address: Street | City | State | Zip | Telephone ( )

School or Program: Name | Grade | Class | Teacher

Number Street | City | State | Zip | Telephone ( )

REASON FOR REFERRAL

Describe in brief but specific terms.

PARENT'S OR GUARDIAN'S (if required)

Last Name | First | Initial

Number Street | Telephone ( )

City | State | Zip

CONSENT: You are authorized to obtain information from this pupil's medical, psychological, social agency, and school records.

SIGNATURE | DATE

DO NOT WRITE BELOW. FOR OFFICE USE ONLY

ACTION

Application for prescriptive teaching:

☐ DECLINED
☐ DEFERRED
☐ ACCEPTED

DAY	TIME
☐ Monday	___ to ___
☐ Tuesday	___ to ___
☐ Wednesday	___ to ___
☐ Thursday	___ to ___
☐ Friday	___ to ___
☐ Saturday	___ to ___

Parent's or guardian's presence is required on the days checked at left.

At _____ Room _____

TRANSPORTATION PROVIDED BY: _____

REMARKS: _____

Signature

PRESCRIPTIVE TEACHER | DATE

University of Wisconsin-Stout — Special Education Program

Classification	Source of information	Treatment Services/Program	Inclusive Treatment Dates
☐ Aphasia ☐ Auditory Handicap ☐ Autism ☐ Chronic Illness 1. 2. 3. ☐ Dyslexia ☐ Emotional Disturbance ☐ Learning Disorders ☐ Mental Retardation EMR TMR (Circle) ☐ Neurological Handicap ☐ Orthopedic Handicap ☐ Perceptual Disorder ☐ Speech defect ☐ Visual Handicap ☐ Other Handicap 1. 2.			

Additional Information:

SIGNATURE	PRESCRIPTIVE TEACHER	DATE

Name: _____

BEHAVIORAL OBSERVATION RECORD

Date of Observation _____

Location _____

Desired objective of observed session _____

_____

_____

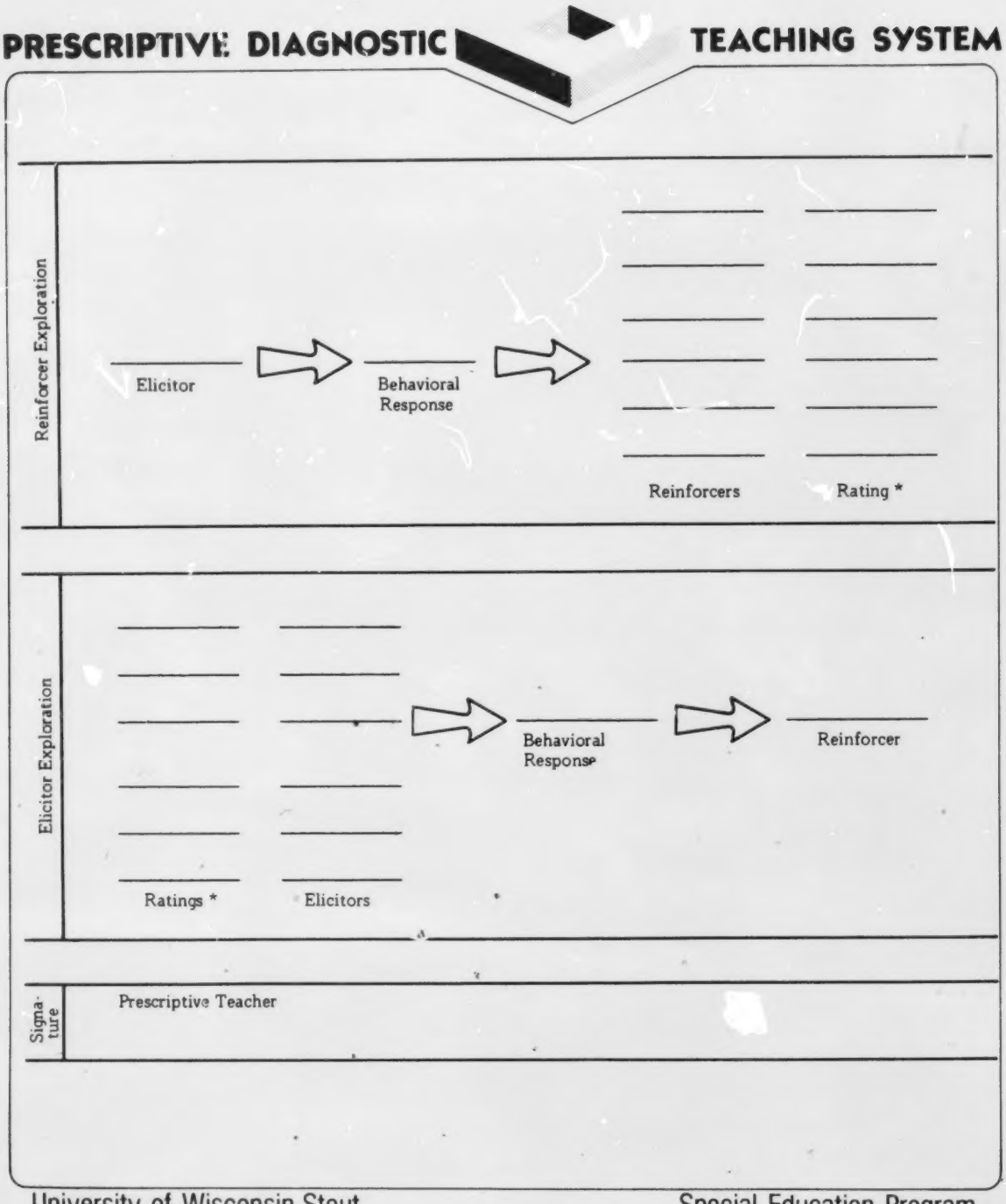
Behaviors Observed:

Summary of Critical Behaviors:

Deficit	Interfering

_____ _____
Signature Date

PRESCRIPTIVE DIAGNOSTIC TEACHING SYSTEM



University of Wisconsin-Stout Special Education Program

RECORD OF OBSERVATION

OBSERVATION	SUBJECT	DURATION START	DURATION END	DURATION TIME	FREQUENCY	TOTAL FREQUENCY	BASE RATE
1	TYPE OF BEHAVIOR: ☐ Deficit ☐ Interfering — DESCRIPTION OF BEHAVIOR:						
		:	:				/
		:	:				/
		:	:				/
2	TYPE OF BEHAVIOR: ☐ Deficit ☐ Interfering — DESCRIPTION OF BEHAVIOR:						
		:	:				/
		:	:				/
		:	:				/
3	TYPE OF BEHAVIOR: ☐ Deficit ☐ Interfering — DESCRIPTION OF BEHAVIOR:						
		:	:				/
		:	:				/
		:	:				/
4	TYPE OF BEHAVIOR: ☐ Deficit ☐ Interfering — DESCRIPTION OF BEHAVIOR:						
		:	:				/
		:	:				/
		:	:				/

IDENTIFICATION OF

ELICITORS	APPROPRIATE BEHAVIORAL RESPONSE	HIGH-PROBABILITY REINFORCERS

Signature	PRESCRIPTIVE TEACHER	DATE

University of Wisconsin-Stout — Special Education Program

Interviewee: _____ ☐ Client ☐ Parent ☐ Teacher ☐ other _____
name (specify)

Date of Interview: _____

Purpose of Interview:

Notes:

Summary of Specific Behaviors:

Interviewee: _____ ☐ Client ☐ Parent ☐ Teacher ☐ other _____
name (specify)

Date of Interview: _____

Purpose of Interview:

Notes:

Summary of Specific Behaviors:

Signature:	PRESCRIPTIVE TEACHER	DATE

Reference Name: _____

ESTABLISHING OBJECTIVES

Terminal Objective(s):

Enroute Objective(s):

Modification Record:

Problem encountered	Change Needed	Date

Reference Name: _____

INSTRUCTIONAL REPORT

Date:

Enroute Objective:

Summary of Session:

Revision of Objectives and/or Concominant Development Noted:

Enroute Objective for Next Session:

_____ _____
Signature Date

Reference Name: _____

EVALUATION

Analysis of Change: (as related to pre-post assessment change)

Summary: (Including changes to concominant development)

_____ _____
Signature Date

PRESCRIPTIVE DIAGNOSTIC TEACHING SYSTEM

Reference Name: _____

PROGRESS REPORT

Objective:

Comments:

Recommendations:

_____ _____
Signature Date

University of Wisconsin-Stout Special Education Program

5.6 STUDENT PERFORMANCE CRITERION

COMPETENCIES	POINTS POSSIBLE	POINTS EARNED	COMMENTS ON POINTS EARNED
.1 Evaluation (10 Points)			
.1 critical behaviors listed are consistent with entering critical behaviors	1		
.2 behaviors observed under similar conditions as entering behaviors	1		
.3 behavior observation techniques are consistent with entering behavior techniques	1		
.4 terminal rate intervals are consistent with entering base rate intervals.	1		
.5 terminal rate intervals are correctly computed from total frequency and duration	1		
.6 beginning level listed corresponds to previous data collected	1		
.7 ending level listed corresponds to data collected	1		
.8 progress is correctly computed	1		

APPENDIX D

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

August 24, 1977

During the past four years, the University of Wisconsin-Stout has graduated and/or certified secondary special education personnel. As a member of that select group, you share training experiences considerably different than those available from other schools. Your expertise in vocational education, vocational rehabilitation and special education makes you unique.

As you know, the UW-Stout program has been supported by grants from the U.S. Office of Education, Bureau of Education for the Handicapped (BEH). I have been requested by BEH to conduct a follow up study of our graduates in an effort to determine the relative merits of our program. Basically, BEH needs information about our graduates so that they may make viable funding decisions regarding the continued support of our program. Therefore, I am seeking your assistance in providing us with evaluative data. Your professional input is critically important.

Enclosed are two questionnaires and two post-paid, self-addressed envelopes. Please take a few minutes and complete the green, one-page questionnaire marked, "Graduate Questionnaire", and place it in the return mail. Next, please give the blue questionnaire to your building principal or immediate supervisor. The results of this follow-up survey will be presented in our new grant proposal and they will be available upon request. Confidentality will be maintained and individual data will not be released.

Since the information must become part of our grant application, it is IMPERATIVE that both your questionnaires be returned this week. Your assistance is greatly appreciated. Additionally, I can assure you that your input will have an effect on the future development of the UW-Stout Special Education Program.

Sincerely,

Robert J. Brock, Ph.D.
Special Education Program Director

RJB:jp

Enclosures

GRADUATE QUESTIONNAIRE

Please take a few moments and reflect upon your current position and training from Stout. Please fill out this questionnaire and return it in the enclosed self-addressed envelope.

I. Program Evaluation - Please mark most appropriate space - feel free to add any comments.

1. With respect to my training in Special Education (UW-Stout Program), I feel it was:

adequate ___: ___: ___: ___: ___: ___: ___ inadequate

worthwhile ___: ___: ___: ___: ___: ___: ___ worthless

Comments:

2. My training at UW-Stout (vocational education, vocational rehabilitation, and special education) makes me ____ to teach secondary special needs students than persons trained in the more typical elementary model.

____a. much more able
____b. more able
____c. equally able
____d. less able

Comments:

3. From what you know about the needs of students, how could the UW-Stout program change to better serve teachers responding to student needs?

SPECIAL EDUCATION PROGRAM, UW-STOUT, MENOMONIE, WISCONSIN 54751 715/232-1409

SUPERVISOR'S QUESTIONNAIRE
Special Education Program
UW-Stout

Please take a few moments and complete this questionnaire. The information you provide is most important to us in updating our unique training program. Basically, we are trying to validate our Career Special Education Program which is a combination of vocational education, vocational rehabilitation and special education. Return of this completed questionnaire is URGENTLY requested.

1. As a result of their training at UW-Stout (vocational education, vocational rehabilitation and special education), I would consider my supervisee to be ____ to teach secondary special needs students than persons trained in the more typical elementary model.

   ____a. much more able
   ____b. more able
   ____c. equally able
   ____d. less able

   Comments:

2. I believe my supervisee's training in Special Education (UW-Stout Program) was:

   adequate ___: ___: ___: ___: ___: ___: ___ inadequate

   worthwhile ___: ___: ___: ___: ___: ___: ___ worthless

   Comments:

3. Please make any suggestions for possible program improvements:

_____
Name of Supervisor

SPECIAL EDUCATION PROGRAM, UW-STOUT, MENOMONIE, WISCONSIN 54751 715/232-1409

APPENDIX E

BUREAU OF EDUCATION FOR THE HANDICAPPED
REPORT OF THE SEPTEMBER 23 - 24 SITE VISIT
TO
UNIVERSITY OF WISCONSIN-STOUT, MENOMONIE, WISCONSIN

Circumstances of the Visit

The site visitors were Sandra Davis, Project Officer, Bureau of Education for the Handicapped; Bruce Balow, Professor, Special Education, University of Minnesota; Charles Wrobel, Assistant Superintendent for Special Needs, District 916, White Bear Lake, Minnesota. Dr. Balow served as chairman of the team.

The purpose of the visit was to review and make observations regarding the training program for vocational educators of the handicapped, to contrast present functioning with prior documents on program plans and to make recommendations regarding future planning and activities of the project. The site team did initial planning for the visit on Sunday evening, September 22 following review of written documents on the program and then visited with the program faculty, Bob Brock and Beth Sullivan, with the Department Chairman, Paul Hoffman and the School of Education Dean, John Stevenson and the University Vice-Chancellor, Wesley Face at various times throughout the day of September 23. Information gathering continued on the morning of September 24 until mid morning at which time the site visitors described observations of program strengths and weaknesses and recommendations for future activity to the program staff and subsequently to the staff plus the Department Chairman and the Dean.

A discussion lasting about one and one-half hours was held with a dozen of the program students on the afternoon of the 23rd as part of the information gathering process. Observations of students in practicum or field placements were not made nor were visits to facilities off campus.

General Observations

This is a small program with two full-time and two part-time faculty members concentrating on education of handicapped children in a very unique institutional setting. This university has an outstanding reputation for its progress in vocational education, industrial education, and vocational rehabilitation. A program to teach vocational education teachers about handicapped children and to prepare vocational educators of the handicapped

and to prepare vocational educators of the handicapped can draw from the full resources of the institution providing it with strength in the vocational and rehabilitation realms that probably no other program in special education in the country can match. This project has however, had a history of slow development, in part because of the absence of a commitment of substantial resources from the University and in part because of turnover in the project director position. Both of those matters seem to have become, to a considerable extent, resolved in the past year with a clear commitment of resources from the institution and the selection of a project director who appears quite capable of developing the program along lines of the original project proposal. That does not mean to imply that the staffing problem is solved since it is quite clear that to fully realize the outstanding opportunity available at Stout, there will have to be a sizeable increase in the resources allocated to this program. Because the University of Wisconsin-Stout has a unique opportunity for national leadership in vocational education for the handicapped, there would seem to be good reason for increased support of the program at the local level as well as from whatever federal resources might be available including not only the Bureau of Education for the Handicapped but the set-aside monies in vocational education.

Graduates of the Stout program in handicapped are certificated by the Department of Public Instruction in the State of Wisconsin. There is however, a problem in the University gaining approval of the higher education system in Wisconsin to label this certification program in such a way that it is identified as preparing vocational educators for the handicapped. While that does not in anyway diminish the effectiveness of the program with respect to those teachers who are enrolled, it does reduce the effectiveness of the institution in advertising its program, in disseminating information about the program, and in providing the most appropriate identification for graduates of the program. Therefore, it would be a distinct advantage if it were possible to gain the approval of the West Central Wisconsin Consortium and the University System to make an appropriate identification of the program.

The University of Wisconsin at Eau Claire is only 25 miles from Stout and it may be suspected that because of the Eau Claire program in Special Education is quite large (providing degree programs for about 600 undergraduates in Mental Retardation and more than 100 graduate students in

Mental Retardation, Learning Disabilities, and Emotional Disturbance), the Stout program is unnecessary and wasteful competition for this same group of students serving the same geographic area of Wisconsin. Our observation would suggest that this is clearly not the case. The Stout program focuses specifically on vocational education for the handicapped, whereas the Eau Claire program focuses almost exclusively upon a standard EMR and related disorders emphasis on school skills of reading and arithmetic together with standard kinds of social development and language development activities for retarded and other handicapped children. The Eau Claire program does also have a very limited orientation to occupational education, but has more than it can handle without vocational education and can in no way compare with the Stout program in that field.

It seems appropriate that both Stout and Eau Claire should strengthen their own particular specialties without trying to extend themselves into the area of strength fo the sister institutuion.

Program Strengths

Faculty are commited, have appropriate knowledge, and are energetic about trying to build an appropriate program. The students appear to be good people with solid practical orientation to the problems of vocational education for the handicapped and they develop in their program considerable skill with which to work at those problems. The institution offers an outstanding set of back-up resources and the program itself has excellent psychological support and encouragement from the Dean of the School of Education and from the Vice-Chancellor of the University. The Department Chairman offers not only direct psychological support but also the wisdom of years of university administrative experience and monetary support whenever possible. Important as these strengths are they do not fully match up to the need for additional program resources to make significant progress on the twin goals of fulfilling state needs and becoming a national model for the training of vocational educators of the handicapped.

Program Problems

First, of course, the staff is overloaded. They simply cannot carry off the multi-faceted responsibilities of instruction, program development, interaction with other units both internal and external to the University, evaluation and program dissemination without additional help. Secondly, the identification of the program should be as clearly as possible established

with emphasis upon both vocational education and handicapped. That identification should run through all course titles, to the extent possible, and should permeate descriptions of program content and goals. Thirdly, course content and course titles should be made congruent, that is, internally consistent and fourthly, related to the third, the course content should be organized to be consistent with the program description of competencies which in turn should be more completely detailed. There is a great deal of such work to be done in further program development and internal program revision.

Recommendations

The recommendations are simple and follow from the above description of the program circumstances and its strengths and weaknesses. To make significant progress toward the project goals, we recommend the following:

1) Additional resources from local support.
2) Pursuit of additional federal resources, especially from the Vocational Education set-asides for the handicapped.
3) Improvements in congruence of course titles and content, the program competencies and course content, and in the evaluation plans and implementation.
4) Dissemination of the program model, particularly to training institutions for vocational educators.